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ABSTRACT

This report discusses the views of early childhood supervisory and instructional staff regarding staff development activities across 11 Early Childhood Education Programs in Philadelphia. A comprehensive staff development questionnaire was completed by supervisory personnel, teachers, assistant teachers and aides in the Spring of 1978. Cumulative data indicate that at least 60 percent of the teachers of all 11 programs, and 50 percent of the aides in nine programs, had five or more years of early childhood experience. Greater specific program experience was in evidence among Kindergarten teachers, Original Follow Through aides, Get Set Day Care teachers, assistant teachers and aides, and Prekindergarten Head Start aides, than among other program staff. Based on total responses from all programs, most teachers felt that staff development provided during the year resulted in "moderate to great" change in their classroom effectiveness. The majority of supervisors indicated that they spent the greatest amount of time suggesting activities and offering support regarding parent involvement. The majority of program staff indicated satisfaction with all supervisory services. Generally, assistant teachers and aides in all 11 programs indicated a greater willingness to participate in non-reimbursed staff development than did teachers. A large majority of the Parent Cooperative Nursery teachers, however, indicated a willingness to participate in non-reimbursed activities related to parent involvement. The areas selected most frequently across programs for future staff development were improving the basic skills, social behaviors, creative arts, individualizing instruction, and learning disabilities/classroom management. (Author/MP)

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**REPORT OF
EARLY CHILDHOOD PROGRAMS
STAFF DEVELOPMENT**

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Report Number 7914

November, 1978

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TABLE OF CONTENTS

ABSTRACT

Introduction	1
Number of Responses	2
Experience of Respondents	3
Staff Development Contacts	3
Type of Supervisory Support	4
Satisfaction With Supervisory Support	5
Staff Development Impact on Classroom Effectiveness	5
Non Reimbursed Participation in Staff Development	6
Future Staff Development	6
Summary and Conclusion	7
Appendices A - L	

ABSTRACT

This report discusses the views of early childhood supervisory and instructional staff regarding staff development activities across eleven Early Childhood Education Programs in Philadelphia. A comprehensive staff development questionnaire was completed by supervisory personnel, teachers, assistant teachers and aides in the Spring of 1978.

Cumulative data indicate that at least 60% of the teachers of all eleven programs, and 50% of the aides in nine programs, had five or more years of early childhood experience. Greater specific program experience was in evidence among Kindergarten teachers, Original Follow Through aides, Get Set Day Care teachers, assistant teachers and aides, and Prekindergarten Head Start aides, than among other program staff.

Based on total responses from all programs, most teachers felt that staff development provided this year, resulted in "moderate to great" change in their classroom effectiveness.

The majority of supervisors also indicated that they spent the greatest amount of time suggesting activities and offering support regarding parent involvement. The majority of program staff indicated satisfaction with all supervisory services.

Generally, assistant teachers and aides in all eleven programs indicated a greater willingness to participate in non-reimbursed staff development than did teachers. A large majority of the Parent Cooperative Nursery

teachers, however, indicated a willingness to participate in non-reimbursed activities related to parent involvement.

The areas selected most frequently across programs for future staff development were improving the basic skills, social behaviors, creative arts, individualizing instruction, and learning disabilities/classroom management.

STAFF DEVELOPMENT IN
EARLY CHILDHOOD PROGRAMS
1977-1978

This report discusses some basic staff development issues as reported during 1977-1978, by supervisory and instructional staff in the following Early Childhood Programs: Child Care, Durham Child Development Center, Follow Through (Original), Follow Through Expansion, Get Set Day Care, Impact Aid, Kindergarten, Parent Cooperative Nursery, Prekindergarten Head Start, Primary Skills and Project Bridge.

Child Care serves both prekindergarten and school age children. The Durham Child Development Center provides for children from the infant/toddler stage through 6th Grade, but this report focuses on its prekindergarten program. Follow Through (Original) and Follow Through Expansion serve children from Kindergarten through Third Grade. The Get Set Day Care Program is primarily a prekindergarten program, while the Impact Aid Program serves nursery-age, prekindergarten and kindergarten children. Parent Cooperative Nursery and Prekindergarten Head Start are exclusively prekindergarten programs. The Primary Skills Program serves children from Kindergarten through Second Grade and Project Bridge provides for the Second through Fourth grades. All of the programs employ teachers, and all but the Parent Cooperative Nursery Program have aides. Child Care and Get Set Day Care employ assistant teachers¹ as well as aides.

The two questionnaires utilized in this years' collection of data were developed in the 1976-1977 school year by members of the Early Childhood Evaluation Unit (ECEU) in consultation with program directors and staff.

¹Assistant teachers need a minimum of either 60 college credits or 15 college credits and one year's experience as an aide. Aides need a high school diploma.

They were modified this year to get similar, but no longer comprehensive baseline data on staff development.

Issues under consideration in this report were: number of staff development contacts; frequency of staff development this year as compared to last year; areas emphasized in staff development by supervisors; areas which were felt to have an impact on classroom effectiveness; areas in which staff would participate without reimbursement; and priorities for future staff development.

The supervisor's questionnaire was completed by district liaison assistants, resource teachers, instructional coordinators, training coordinators and supervisors. The staff questionnaire was completed by teachers, assistant teachers and aides.

The body of this report provides a cross-program examination of major staff development characteristics as reported by supervisors and staff in the eleven Early Childhood Programs. A summary for each program is given in separate appendices at the end of the report. Responses were requested from representative samples in the larger programs; in the smaller, i.e., Durham Child Development Center, Impact Aid, Prekindergarten Head Start and Parent Cooperative Nurseries, the entire program was surveyed.

Number of Responses

Thirty questionnaires were returned by supervisors.¹ Seven of eleven Early Childhood Education Programs were represented.² Five hundred and twenty-two questionnaires were returned by teachers, assistant teachers and

¹In this report, the term supervisor will be used to represent all support, resource or supervisory personnel.

²No response from Kindergarten, Parent Cooperative Nursery, Impact Aid and Durham Programs. These are all single school programs, however, or else have no official supervisory level.

aides. All eleven programs were represented.

Experience

At least 60% of the teachers of all eleven programs had five or more years of early childhood experience. Fifty percent of the aides of all programs except Project Bridge and Kindergarten had five or more years of early childhood experience.

It appeared that Follow Through (Original) aides, Get Set Day Care teachers, assistant teachers and aides, Prekindergarten Head Start aides and Kindergarten teachers were quite experienced in their specific programs. At least three-fourths of them had five years or more program experience.

Staff Development Contacts

According to supervisors, all Early Childhood Programs had regular staff development. Approximately half (N=15) indicated that staff development was built into the school day, and that more than 60% of their time was spent in direct contact with teachers. A major finding from last year's staff development data was the request for more staff development, particularly on-site demonstrations and teaching assistance. To assess whether supervisors took that finding into account in the 1977-1978 school year, the question was asked whether staff development had been given more or less frequently than last year. Thirteen of twenty-four respondents indicated more frequently. Five reported that the same amount was given.

The instructional staff, however, indicated that on-site consultations, but not on-site demonstrations/teaching assistance, were more frequent than last year. Since this difference in perception was found in all programs

it is inferred that the questionnaire item involved was understood differently by the two groups. Further clarification of the item will, therefore, be necessary before reliable information can be supplied.

The teaching staff were asked to indicate the frequency with which they attended workshops. Most indicated that they had attended from 1-10. Forty-four percent of the Parent Cooperative Nursery staff, however, reported attending over ten workshops this year. The majority of the workshops attended by teachers were provided by the school district¹. Only Follow Through (Original) and Follow Through Expansion had a substantial number (25%) of workshops which were provided by outside sources. Most assistant teachers and aides also attended at least one workshop this past year. Over 20% of the aides in Get Set Day Care and Child Care, however, reported attending no workshops. Most of the workshops provided to assistant teachers and aides were also provided by the school district.

The instructional staff were also asked to identify the frequency with which they were in contact with supervisors through on-site consultations and on-site assistance. In general, the percentage of both teachers and assistant teachers/aides receiving on-site consultations was higher than the percentage receiving on-site demonstration/assistance. The majority (62%) of the Project Bridge teachers and aides, 47% of the aides in Follow Through (Original), and 57% of the Follow Through Expansion aides, however, did report that on-site demonstration/assistance was provided more frequently this year than in the previous year. Seventy-three percent of the Kindergarten teachers reported receiving no on-site demonstration/teaching assistance this year.

¹ This includes staff development provided by program staff.

Type of Supervisory Support

Supervisors were asked to estimate the amount of time spent in nine staff development activities (see Appendix A). Based on twenty-seven responses, the activity in which the greatest number of supervisors spent the greatest amount of time was "suggesting activities and offering support in parent involvement." This was followed by "giving support to individual concerns." The activity in which the greatest number of supervisors report spending the least amount of time was the "arranging and/or approving use of professional days."

The data collected from supervisors also showed that the areas emphasized by supervisors in their overall activities was "parent involvement," which was followed by activities which "improved the basic skills." The area which received the least attention was "suspected child abuse and neglect."

Satisfaction With Supervisory Support

The instructional staff was asked to indicate whether they were generally satisfied or dissatisfied with each of ten types of supervisory support (see Appendix B-L). Almost every area was perceived as being satisfactorily provided for by 50% or more of the teachers, assistant teachers and aides in every program. The exceptions were: "support in parent involvement" (Project Bridge teachers and aides); "support given in working out concerns about individual children"; "suggestions given about the effective use of curriculum materials"; "support given in solving classroom management problems," and "on-site classroom training" (Get Set Day Care teachers); and "location of available resource materials"; "on-site classroom training," and "arranging use of professional days" (Prekindergarten Head Start teachers), where more than 50% indicated satisfaction.

Staff Development: Impact on Classroom Effectiveness

Teachers, assistant teachers and aides were asked to indicate the extent to which they felt various topics of staff development this year resulted in their being more effective in the classroom. Sixteen topics were listed for comment (see Appendix B-L).

Based on total responses from all programs, most teachers felt that staff development provided this year, resulted in "moderate to great" changes in their classroom effectiveness.

Forty-one percent of the Follow Through (Original) aides, and 43% of the Primary Skills aides, felt that staff development in "improving the basics" resulted in great change in classroom effectiveness. The Child Care Program aides reported feeling that 11 of the 16 areas resulted in great change in classroom effectiveness.

Non-reimbursed Participation in Staff Development

Generally, assistant teachers and aides in all eleven programs indicated a greater willingness to participate in non-reimbursed staff development than did teachers. The highest percentages of staff indicating a willingness were: Project Bridge aides (62%) and Follow Through (Original) aides (63%) in "helping children take tests"; Follow Through (Original) aides (63%) in "improving the basics"; Prekindergarten Head Start aides (65%) in "learning disabilities"; and Parent Cooperative Nursery teachers (69%) in "parent involvement."

Future Staff Development

Supervisors, teachers, assistant teachers and aides were asked to select five areas of staff development preferred for the future. Fifteen areas were

listed for comment on the questionnaire.

Supervisors selected "parent involvement"; "individualizing instruction"; "option/model/classroom instruction related training"; "social behavior"; and "improving the basics." They tended to prefer a combination of methods for conducting staff development. Table 1 shows those areas selected by the instructional staff across all eleven programs.¹

TABLE 1

FUTURE STAFF DEVELOPMENT PREFERENCES		
All Program Staff Combined	Teachers Of All Programs	Assistant Teachers And Aides of All Programs
Improving the Basics	Improving the Basics	Social Behaviors
Social Behaviors	Creative Arts	Suspected Child Abuse/Neglect
Creative Arts	Individualizing Instruction	Improving the Basics
Individualizing Instruction	Parent Involvement	Creative Arts
Learning Disabilities and Classroom Management	Classroom Management	Individualizing Instruction

¹The question format was apparently misunderstood by the respondents. The intent was to ask the respondents to select five (5) preferred topics, and then indicate for the 5 areas selected, the preferred mode of staff development, e.g., workshop, conference, etc. The majority of the respondents indicated the preferred mode for all 15 areas without choosing 5 preferred topics. Based on the information obtained, the five preferred topics for future staff development were inferred by adding the responses given for the modes of staff development and using the five areas with the highest percentages as indications of preference.

As can be seen from Table 2, with the exception of Child Care Program aides, the teachers and aides of all programs selected "improving the basics (or basic skills readiness)" as a preference. "Creative Arts" was also chosen by the majority of the instructional staff (by all except Project Bridge aides). Other topics of high interest were "individualizing instruction," and "social behaviors." Of the four programs (Follow Through (Original), Follow Through Expansion, Primary Skills, and Prekindergarten Head Start), utilizing models or options in their instruction program, only the Prekindergarten Head Start teachers selected model/option training as a preference. A combination of on-site consultations, on-site demonstrations and workshops was selected by all for delivery of staff development.

Summary and Conclusion

The supervisors, teachers, assistant teachers and aides of eleven Early Childhood Programs completed a staff development questionnaire in the 1977-78 school year. The responses were analyzed in three major respondent categories: supervisors, teachers and assistant teachers/aides.

Supervisory personnel included district liaison assistants, resource teachers, instructional coordinators, training coordinators, and supervisors. They reported that their staff development efforts were principally focused on parent involvement and giving support to individual concerns. They also tended to agree that a topic emphasized in their staff development programs was improving the basic skills or basic skill readiness.

Teachers and aides in each of the programs reported attending at least one, but usually not over ten, workshops this year. Forty-four percent of the Parent Cooperative Nursery staff, however, did report attending over ten workshops this year.

Table 2 shows the topics chosen for future staff development by the majority of teachers, assistant teachers and aides of each Early Childhood Program.¹

FUTURE STAFF DEVELOPMENT PREFERENCES					
CHILD CARE		FOLLOW THROUGH (ORIGINAL)		FOLLOW THROUGH EXPANSION	
Teachers	Assistant Teachers Aides	Teachers	Aides	Teacher	Aides
Creative Arts	Creative Arts	Improving the Basics	Improving the Basics	Improving the Basics	Social Behaviors
Parent Involvement	Parent Involvement	Learning Disabilities	Helping Kids Take Tests	Individualizing Instruction	Improving the Basics
Classroom Management	Growth and Development	Social Behaviors	Learning Disabilities	Parent Involvement and Creative Arts	Suspected Child Abuse and Neglect
Social Behaviors	Social Behaviors	Creative Arts	Social Behaviors	Social Behaviors	Learning Disabilities and Creative Arts
Improving the Basics and Learning Disabilities	Helping Kids Take Tests	Individualizing Instruction	Creative Arts	Classroom Management	Growth and Development
CET SET DAY CARE		PARENT COOPERATIVE NURSERY		PREKINDERGARTEN HEAD START	
Teachers	Assistant Teachers Aides	Teachers		Teachers	Aides
Improving the Basics	Creative Arts	Parent Involvement		Learning Disabilities	Improving the Basics
Social Behaviors and Creative Arts	Social Behaviors	Improving the Basics		Improving the Basics	Social Behaviors
Commercial Materials	Improving the Basics	Creative Arts		Creative Arts	Individualizing Instruction
Classroom Management	Growth and Development	Social Behaviors		Using Teacher Center Facilities	Learning Disabilities
Parent Involvement	Parent Involvement	Growth and Development		Model Training	Creative Arts
PRIMARY SKILLS		PROJECT BRIDGE		KINDERGARTEN	
Teachers	Aides	Teachers	Aides	Teachers	
Creative Arts	Improving the Basics	Improving the Basics	Social Behaviors and Improving the Basics	Creative Arts	
Individualizing Instruction	Creative Arts	Creative Arts and Classroom Management	Individualizing Instruction	Individualizing Instruction	
Improving the Basics	Classroom Management	Individualizing Instruction	Helping Kids Take Tests	Improving the Basics	
Community Resources	Social Behaviors	Learning Disabilities	Effective Use of Space	Social Behaviors	
Growth and Development	Individualizing Instruction	Using Teacher Center Facilities	Using Teacher Center Facilities	Learning Disabilities	

¹ Information is not given in this Table for the Durham, Impact Aid, and Kindergarten (aides) Programs because the N was extremely small.

In general, the percentage of both teachers and assistant teachers/aides receiving on-site consultations was higher than the percentage receiving on-site demonstration/assistance. The majority (62%) of the Project Bridge teachers and aides, the aides in Follow Through Original (47%) and the aides in Follow Through Expansion (57%), however, did report that on-site demonstration/assistance was provided more frequently this year than in the previous year.

Almost every area of supervisory support (of ten listed on the questionnaire) was reported by 50% or more of the staff as being satisfactorily provided. Only Project Bridge, Get Set Day Care and Prekindergarten Head Start had less than half of the teachers reporting satisfaction in some areas.

Child Care Program aides, felt that eleven of the sixteen areas listed for comment, resulted in great change in classroom effectiveness.

Generally, assistant teachers and aides in all eleven programs indicated a greater willingness to participate in non-reimbursed staff development than did teachers. Two thirds of the aides in Follow Through (Original), Project Bridge, Follow Through Expansion, and Prekindergarten Head Start indicated several areas of interest under this condition. Almost 70% of the Parent Cooperative Nursery teachers indicated a willingness to participate in staff development and parent involvement.

The supervisors selected parent involvement, individualizing instruction, model/option related training, social behaviors and improving the basics as their preferences for future staff development. Based on the responses of the majority of the teachers, assistant teachers and aides in all eleven programs, improving the basics, the creative arts, and social behaviors were preferences for future staff development. Both supervisors and instructional

staff preferred a combination of on-site assistance, on-site consultations and workshops for handling staff development.

In conclusion, it appears that a single program of staff development could not accommodate the desires of all program staff. Certain areas, however, such as improving the basics and individualizing instruction could apparently be developed into a unified program for teachers. Others, like parent involvement and social behaviors could be developed into a single program for aides.

It appears that staff development provided to instructional staff is generally appreciated and if tailored more to specific requests could become even more effective.

APPENDIX A

SUMMARY OF RESPONSES*

EARLY CHILDHOOD EVALUATION UNIT STAFF DEVELOPMENT QUESTIONNAIRE

District Liaison Assistants/Resource Teachers/Supervisors/Staff Developers

Please answer the following questions by circling the appropriate number following each question or by writing your response. We very much appreciate the time you are spending in completing this information.

- | | | | |
|---|---------|---|---------|
| 1. Indicate Your Program: | Returns | 6. How many classrooms are you responsible for? | Returns |
| CHILD CARE | 01 - 2 | 1-5 | 1 - 1 |
| DURHAM INFANT TODDLER | 02 - 0 | 6-15 | 2 - 3 |
| FOLLOW THROUGH | 03 - 4 | 16-25 | 3 - 9 |
| FOLLOW THROUGH EXPANSION | 04 - 13 | 26-35 | 4 - 8 |
| GET SET DAY CARE | 05 - 3 | Over 35 | 5 - 7 |
| IMPACT AID | 06 - 0 | | |
| PARENT CO-OP NURSERIES | 07 - 0 | 7. How many times have you been able to visit <u>each</u> classroom? | |
| PRE-K HEAD START | 08 - 2 | 1-5 | 1 - 3 |
| PRIMARY SKILLS | 09 - 5 | 6-15 | 2 - 6 |
| PROJECT BRIDGE | 10 - 2 | 16-25 | 3 - 4 |
| REGULAR KINDERGARTEN | 11 - 0 | 26-35 | 4 - 3 |
| | | Over 35 | 5 - 9 |
| 2. Is on-going staff development built into the school day in your program. | | 8. How many times have you been able to work with each teacher. | |
| Yes | 1 - 15 | 1-5 | 1 - 3 |
| No | 2 - 12 | 6-15 | 2 - 9 |
| | | 16-25 | 3 - 9 |
| 3. What percent of your time is spent in direct contact with teachers? | | 26-35 | 4 - 3 |
| 0-20% | 1 - 1 | Over 35 | 5 - 3 |
| 21-40% | 2 - 4 | | |
| 41-60% | 3 - 7 | 9. How many classrooms were you unable to reach? | |
| 61-80% | 4 - 7 | 1-5 | 1 - 12 |
| 81-100% | 5 - 9 | 6-15 | 2 - 1 |
| | | 16-25 | 3 |
| 4. How many schools/centers are you responsible for: | | 26-35 | 4 |
| 1-5 | 1 - 17 | Over 35 | 5 |
| 6-15 | 2 - 8 | | |
| 16-25 | 3 - 2 | 10. Compared to last year, have you been able to give on-site demonstrations/teaching assistance: | |
| 26-35 | 4 - 1 | More Frequently | 1 - 13 |
| Over 35 | 5 - 0 | Less Frequently | 2 - 5 |
| | | Same | 3 - 6 |
| 5. How many times have you been able to visit each center? | | None At All | 4 |
| 1-5 | 1 - 3 | | |
| 6-15 | 2 - 6 | | |
| 16-25 | 3 - 2 | | |
| 26-35 | 4 - 15 | | |
| Over 35 | 5 - 0 | | |

* No response category is omitted

11. Estimate the amount of your time spent in each of the following staff development activities:¹

	<u>LEAST</u>	<u>MODERATE</u>	<u>GREATEST</u>
a. Conducting and/or arranging workshops	1(2)	2(17)	3(7)
b. Informing staff of program information, decisions and procedures	1(3)	2(17)	3(8)
c. Giving suggestions about the effective use of curriculum materials	1(0)	2(15)	3(13)
d. Locating available resources and/or sharing materials	1(2)	2(16)	3(9)
e. Giving support in solving classroom management problems	1(3)	2(11)	3(13)
f. Suggesting activities; offering support in parent involvement	1(2)	2(9)	3(16)
g. Arranging and/or approving use of professional days	1(22)	2(2)	3(0)
h. Giving support in working out concerns about individual children	1(4)	2(16)	3(8)
i. Giving support to individual concerns	1(1)	2(10)	3(17)

¹Return rate given in parentheses. No response category is omitted.

12. Indicate the extent to which your activities have emphasized each of the following areas of staff development:

	<u>MINIMALLY</u>	<u>MODERATELY</u>	<u>GREATLY</u>
a. Human Relations, Social Behavior and Work Habits	1(1)	2(12)	3(13)
b. Parent Involvement	1(4)	2(5)	3(17)
c. Using Art, Music, Drama and Movement to Enrich the Curriculum	1(12)	2(13)	3(1)
d. Child Development and/or Assessing Child Growth and Development	1(2)	2(17)	3(8)
e. Community Resources	1(11)	2(14)	3(2)
f. Curriculum Management and/or Making Effective Use of your Physical Space	1(3)	2(13)	3(13)
g. Curriculum Development	1(4)	2(11)	3(13)
h. Instruction Related Training	1(2)	2(10)	3(11)
i. Suggestions for Helping Children Take Tests	1(11)	2(12)	3(4)
j. Improving the Pre-Reading, Reading, and/or Math Programs	1(2)	2(9)	3(16)
k. Selecting and Using Commercial Materials	1(6)	2(15)	3(3)
l. Individualizing Instruction	1(3)	2(8)	3(18)
m. Learning Disabilities	1(12)	2(14)	3(1)
n. Suspected Child Abuse/Neglect	1(18)	2(6)	3(1)
o. Using Teacher/Resource Center Facilities	1(9)	2(13)	3(4)
p. Other:			
Option implementation strategies			3(1)
Training classroom Aides			3(1)
Developing pupil evaluation methods			2(1)

¹Return rate given in parentheses. No response category is omitted.

13. From the list below of areas for Future Staff Development, select the "FIVE" you would prefer to do most by circling "1" in the appropriate column. Next, select the method in which you would do those selected by circling "1", "2", "3" in the appropriate column.¹

AREAS OF STAFF DEVELOPMENT	PREFERRED FIVE AREAS	ON-SITE DEMONSTRATIONS	ON-SITE CONSULTATIONS	WORKSHOPS
a. Human Relations, Social Behaviors, and Work Habits	1(13)	1(1)	2(6)	3(10)
b. Parent Involvement	1(15)	1(3)	2(4)	3(11)
c. Using the Creative Arts to Enrich the Curriculum	1(3)	1(1)	2(0)	3(2)
d. Growth and Development Issues	1(5)	1(0)	2(3)	3(3)
e. Community Resources	1(5)	1(0)	2(1)	3(4)
f. Classroom Management	1(11)	1(5)	2(5)	3(5)
g. Making Effective Use of your Physical Space	1(7)	1(3)	2(3)	3(4)
h. Model/Option/Classroom Instruction Related Training	1(14)	1(7)	2(2)	3(7)
i. Suggestions for Helping Children Take Tests	1(4)	1(1)	2(1)	3(2)
j. Improving the Basic Skills or Basic Skill Readiness	1(12)	1(9)	2(3)	3(5)
k. Suggestions for the Selections and Use of Commercial Materials	1(3)	1(1)	2(0)	3(2)
l. Individualizing Instruction	1(16)	1(9)	2(9)	3(6)
m. Learning Disabilities	1(4)	1(1)	2(2)	3(3)
n. Suspected Child Abuse/Neglect	1(3)	1(0)	2(3)	3(1)
o. Using Teacher, and/or Resource Center Facilities	1(6)	1(4)	2(1)	3(1)

14. Comments: Please indicate what factors would either facilitate or hinder staff development activities for your program (see Appendix A-5, A-6).

¹Return rate is given in parentheses. No response category is omitted.

STAFF DEVELOPMENT

SUPERVISOR COMMENTS

Factors Which Would Facilitate Program Staff Development Activities:

- Development of professional attitudes.
- Staff development could be built into school program.
- Supervisory staff available to do proposals, budgets, requisitions etc., at Central Office, so supervisors could spend more time at schools/centers.
- Blocked faculty meeting times.
- Daily attendance of teachers, aides checked.
- Encourage enthusiasm of teachers, aides.
- Each of the preferred areas should include a combination of methods, with the initial emphasis on workshops.
- Time for staff development with teachers as a group, instead of doing individual sessions.
- Sufficient faculty meeting times for teachers.
- On-going staff development, built into school day would facilitate activities. Time is needed for individual conferences with teachers/aides to discuss program, individual children and their needs, etc.
- Specified time for meeting with grade teachers.
- More assistance from consultant and resource personnel in the program.
- The opportunity to have after-school staff development sessions in which the teachers are paid has been most helpful for attendance. Summer staff development workshops were extremely effective. We were able to iron out many problems and develop many more "new" strategies for the 78-79 academic year.

Factors Which Would Hinder Program Staff Development Activities:

- Uncooperative staff.
- Lack of time for staff development.
- No space within the schools.
- School scheduling system hinders time given to staff development.
- Teacher unavailability.
- Inadequate time allotted by specific principals.
- Continuity, follow-up and support is difficult to maintain because of the mobility of the job.

- Staff apathy.
- Lack of time allotted for staff development.
- Personnel involved at the levels, not responsive to change.
- The lack of a specified area for staff development.
- Time for staff development, and a willingness on the part of teachers for involvement.

APPENDIX B

CHILD CARE

There were fifty responses from Child Care teachers (27) and assistant teachers/aides (23).

Experience

Half of the teachers and assistant teachers/aides had over five years of early childhood experience. Sixty percent of the teachers had five years with the Child Care program, whereas only a third of the assistant teachers/aides had this amount.

Attendance at Staff Development Session

The majority (teachers 90%, aides 80%) of the staff had at least one workshop. Most of the workshops provided in the program were sponsored by the school district. A third of the staff had over ten on-site consultations. About the same amount indicated having more frequent on-site assistance this year than in the previous year.

Satisfaction With Supervisory Support

Over half of the staff reported satisfaction with all services provided by supervisors. The areas with which they were particularly satisfied were: "workshops conducted" (teachers 92%, assistant teachers/aides 87%); "support given to individual concerns" (teachers and assistant teachers/aides 84%); and "support given in parent involvement" (teachers and assistant teachers/aides 85%). The area in which the greatest percentage indicated dissatisfaction with supervisory services was "on-site classroom training."

Impact of Staff Development on Classroom Practices

Sixteen areas of staff development were listed for the respondents to

indicate their impact on classroom effectiveness. The area selected by both teachers and assistant teachers/aides as having a great change in classroom effectiveness was "using teacher center facilities." Closer examination revealed difference between teacher and assistant teacher/aide selection in other areas. Assistant teachers/aides also reported that staff development in the "social behaviors" had a great impact, whereas teachers selected "making effective use of physical space." Both teachers and assistant teachers/aides selected "learning about commercial materials" as an area which resulted in little change in classroom effectiveness.

Non-reimbursed Participation

Over half of the staff (teachers 63%, assistant teachers/aides 56%) selected "using the creative arts" as the area they would be most willing to participate in staff development without reimbursement. The area of least interest was "model/option related training." This was not surprising since instructional models/options are not utilized in the program.

Future Staff Development

From the responses regarding future staff development, it can be inferred that teachers and assistant teachers/aides considered "using the creative arts" and "parent involvement" as topics of importance. As each group was asked to select five areas however, the three other areas selected by teachers were: "classroom management"; "growth and development issues"; and "improving the basics." The three other areas selected by assistant teachers/aides were: "growth and development issues"; "social behaviors" and "suspected child abuse and neglect." Both selected a combination of methods (workshop, on-site assistance, and on-site demonstration) for the areas chosen.

Staff Development: Supervisor

The Child Care Program supervisors agreed that staff development was built into the school day, and that at least 20% of their time was spent in direct contact with classroom teachers. Their responsibilities included several schools and they visited each school a minimum of six times. Each classroom they were responsible for received at least one visit, and individual teachers received some support. Supervisors reported on-site staff development provided this year was either the same or less frequent than last year.

The greatest amount of their time was spent "giving support in solving classroom management problems"; "suggesting activities/offering support in parent involvement"; and "giving support to individual concerns." "Arranging and/or approving use of professional days" received the least attention. Activities emphasized in their staff development this year were "social behaviors," and "parent involvement." The topics preferred for future staff development were identical to those emphasized this year (but also included "classroom management"). The method chosen for implementation was either the on-site consultation or workshop.

Conclusion

Cumulative material indicated that the major source for staff development for both teachers and assistant teachers/aides were sessions provided by the school district.*

Staff appeared basically satisfied with supervisory services, particularly with regard to the workshops conducted and the support given to individual

* This includes staff development provided by program staff.

concerns and parent involvement. They were less satisfied with the frequency of on-site demonstration/assistance.

Both teachers and assistant teachers/aides agreed that using teacher center facilities had a great impact on classroom effectiveness. They both reported that learning about commercial materials resulted in little change in classroom effectiveness.

Areas of interest for future staff development differed among staff and supervisors, although parent involvement and the social behaviors were selected by both. A single mode of staff development was not selected, although a few areas can be developed into a program for all.

Response Comparison

Joint consideration of supervisor and staff responses reveal basic similarities between what supervisors report providing and staff report receiving.

Whereas supervisors reported providing equal or less frequent on-site staff development this year, as compared with that provided last year, almost a third of the staff indicated that they received it frequently. The activities supervisors emphasized and spent the greatest amount of time in were identical to those selected by staff as satisfactorily provided. Selection of topics for future staff development were basically the same for both supervisors and instructional staff.

The 1976-77 data are similar to the 1977-78 data. Supervisors and staff show continued concern about social behaviors and parent involvement. Areas felt by staff to have had an impact on classroom effectiveness, however, were

somewhat different this year. Creative arts was selected by both teachers and assistant teachers/aides last year, whereas this year, the selection was using teacher center facilities. No single mode of staff development was selected either year, and topic preferences varied with personnel categories.

CHILD CARE
Teacher

EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE
R3 (REV. 4/78)

LOG NUMBER
(1)

(OFFICE USE ONLY)

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The purpose of this questionnaire is to continue documentation of the types, frequency, and perceived effectiveness of various staff development sessions across several early childhood programs.

The intent is to determine the range and extent of staff development available through the combined efforts of all personnel responsible for staff development (such as supervisory, resource, and support personnel) in each program.

Staff Development is considered to consist of all activities which lead to professional growth, including workshops, consultations, conferences, on-site visitations, meetings, newsletters, demonstrations, and informal discussions.

Please answer the following questions by circling the appropriate number following each question. You may enter comments on page 4.

We very much appreciate the time you are spending in completing this information.

BACKGROUND INFORMATION

2 INDICATE YOUR PROGRAM: BRIDGE CHILD CARE DURHAM INFANT TODDLER FOLLOW THROUGH FOLLOW THROUGH EXPANSION GET SET DAY CARE IMPACT AID PRE-K HEAD START PARENT CO-OP NURSERIES PRIMARY SKILLS REGULAR KINDERGARTEN	5 COUNTING THIS YEAR, HOW LONG HAVE YOU BEEN WITH YOUR PRESENT PROGRAM?												
	<table border="1"> <tr> <td>1 - 2 YEARS</td> <td>22</td> </tr> <tr> <td>3 - 5 YEARS</td> <td>18</td> </tr> <tr> <td>6 - 10 YEARS</td> <td>30</td> </tr> <tr> <td>OVER 10 YEARS</td> <td>30</td> </tr> </table>	1 - 2 YEARS	22	3 - 5 YEARS	18	6 - 10 YEARS	30	OVER 10 YEARS	30				
1 - 2 YEARS	22												
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OVER 10 YEARS	30												
	6 INDICATE YOUR PRESENT POSITION: TEACHER ASSISTANT TEACHER AIDE <table border="1"> <tr> <td></td> <td>1-5</td> <td>6-10</td> <td>OVER 10</td> <td>NONE</td> </tr> </table>		1-5	6-10	OVER 10	NONE							
	1-5	6-10	OVER 10	NONE									
3 CIRCLE THE MODEL/OPTION UTILIZED IN YOUR SCHOOL/CENTER BANK STREET BEHAVIOR ANALYSIS BILINGUAL BICULTURAL EDC MONTESSORI OPEN CLASSROOM PARENT IMPLEMENTED PHILADELPHIA PROCESS RESPONSIVE LEARNING OPTION 1 OPTION 2 OPTION 3 OPTION 4 NOT APPLICABLE	7 HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR? <table border="1"> <tr> <td>67</td> <td>15</td> <td>11</td> <td>0</td> </tr> </table> 8 HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT? <table border="1"> <tr> <td>59</td> <td>22</td> <td>7</td> <td>4</td> </tr> </table> 9 HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR? (SEE DEFINITION BELOW) <table border="1"> <tr> <td>26</td> <td>30</td> <td>37</td> <td>4</td> </tr> </table>	67	15	11	0	59	22	7	4	26	30	37	4
67	15	11	0										
59	22	7	4										
26	30	37	4										
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1 - 2 YEARS	11												
3 - 5 YEARS	26												
6 - 10 YEARS	30												
OVER 10 YEARS	30												

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY 22	LESS FREQUENTLY 11	SAME 33	NONE THIS YEAR 22
11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".		GENERALLY SATISFIED	GENERALLY NOT SATISFIED	
	CONDUCTS WORKSHOPS		96	4	
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES		63	30	
	LOCATES AVAILABLE RESOURCE MATERIALS		68	22	
	ON-SITE CLASSROOM TRAINING		59	33	
	GIVES SUPPORT TO INDIVIDUAL CONCERNS		85	11	
	OFFERS SUPPORT IN PARENT INVOLVEMENT		85	7	
	ARRANGES USE OF PROFESSIONAL DAYS		74	18	
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN		78	15	
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS		74	22	
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS		79	15	
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	18	48	18	
	PARENT INVOLVEMENT	22	33	33	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	26	41	22	
	CHILD GROWTH AND DEVELOPMENT ISSUES	15	48	30	
	COMMUNITY RESOURCES	30	44	7	
	CURRICULUM DEVELOPMENT	15	59	15	
	CLASSROOM MANAGEMENT	15	44	30	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	15	37	41	
	MODEL/OPTION RELATED TRAINING	26	33	4	
	HELPING CHILDREN TAKE TESTS	37	18	18	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	26	44	7	
	LEARNING ABOUT COMMERCIAL MATERIALS	44	18	11	
	INDIVIDUALIZING INSTRUCTION	15	48	18	
	LEARNING DISABILITIES	16	33	18	
	SUSPECTED CHILD ABUSE AND NEGLECT	22	41	26	
	USING TEACHER CENTER FACILITIES	11	30	44	

13	INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.	YES
	SOCIAL BEHAVIORS	33
	PARENT INVOLVEMENT	56
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	63
	GROWTH AND DEVELOPMENT ISSUES	33
	COMMUNITY RESOURCES	33
	CLASSROOM MANAGEMENT	52
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	30
	MODEL/OPTION RELATED TRAINING	7
	HELPING CHILDREN TAKE TESTS	30
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	41
	LEARNING ABOUT COMMERCIAL MATERIALS	33
	INDIVIDUALIZING INSTRUCTION	30
	LEARNING DISABILITIES	41
	SUSPECTED CHILD ABUSE AND NEGLECT	52
	USING TEACHER CENTER FACILITIES	52

14 FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE FORM IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.

AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
SOCIAL BEHAVIORS	7	15	4	15
PARENT INVOLVEMENT	7	18	4	22
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	7	7	18	26
GROWTH AND DEVELOPMENT ISSUES	4	15	7	15
COMMUNITY RESOURCES	4	4	0	15
CLASSROOM MANAGEMENT	0	15	15	11
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	0	11	4	7
MODEL/OPTION RELATED TRAINING	0	0	0	0
HELPING CHILDREN TAKE TESTS	0	0	11	0
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	0	4	15	15
LEARNING ABOUT COMMERCIAL MATERIALS	0	4	4	0
INDIVIDUALIZING INSTRUCTION	4	4	15	7
LEARNING DISABILITIES	4	4	15	15
SUSPECTED CHILD ABUSE AND NEGLECT	0	22	0	4
USING TEACHER CENTER FACILITIES	0	0	7	15

**CHILD CARE
Aide**
**EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE**
R3 (REV. 4/78)

LOG NUMBER
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	61	13	4	22											
		8	HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT? <table style="width: 100%;"> <tr> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;">44</td> <td style="width: 10%; text-align: center;">30</td> <td style="width: 10%; text-align: center;">9</td> <td style="width: 40%; text-align: center;">4</td> </tr> </table>						44	30	9	4			
	44	30	9	4											
		9	HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR?* (SEE DEFINITION BELOW) <table style="width: 100%;"> <tr> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;">17</td> <td style="width: 10%; text-align: center;">9</td> <td style="width: 10%; text-align: center;">30</td> <td style="width: 40%; text-align: center;">21</td> </tr> </table>						17	9	30	21			
	17	9	30	21											
4	COUNTING THIS YEAR, HOW MUCH EARLY CHILDHOOD (PRESCHOOL THROUGH GRADE 4) CLASSROOM OR CENTER EXPERIENCE HAVE YOU HAD? <table style="width: 100%;"> <tr> <td style="width: 80%;">1 - 2 YEARS</td> <td style="width: 20%; text-align: right;">17</td> </tr> <tr> <td>3 - 5 YEARS</td> <td style="text-align: right;">30</td> </tr> <tr> <td>6 - 10 YEARS</td> <td style="text-align: right;">13</td> </tr> <tr> <td>OVER 10 YEARS</td> <td style="text-align: right;">35</td> </tr> </table>	1 - 2 YEARS	17	3 - 5 YEARS	30	6 - 10 YEARS	13	OVER 10 YEARS	35	*ON-SITE CONSULTATIONS: (This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.)					
1 - 2 YEARS	17														
3 - 5 YEARS	30														
6 - 10 YEARS	13														
OVER 10 YEARS	35														

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY 22	LESS FREQUENTLY 13	SAME 30	NONE THIS YEAR 13
11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".		GENERALLY SATISFIED	GENERALLY NOT SATISFIED	
	CONDUCTS WORKSHOPS		87	0	
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES		78	13	
	LOCATES AVAILABLE RESOURCE MATERIALS		74	8	
	ON-SITE CLASSROOM TRAINING		70	13	
	GIVES SUPPORT TO INDIVIDUAL CONCERNS		83	4	
	OFFERS SUPPORT IN PARENT INVOLVEMENT		83	9	
	ARRANGES USE OF PROFESSIONAL DAYS		74	9	
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN		87	0	
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS		78	9	
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS		74	13	
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	4	48	39	
	PARENT INVOLVEMENT	4	44	35	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	9	39	35	
	CHILD GROWTH AND DEVELOPMENT ISSUES	4	44	39	
	COMMUNITY RESOURCES	22	48	8	
	CURRICULUM DEVELOPMENT	8	39	35	
	CLASSROOM MANAGEMENT	8	39	39	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	0	39	39	
	MODEL/OPTION RELATED TRAINING	13	52	9	
	HELPING CHILDREN TAKE TESTS	9	26	44	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	0	52	30	
	LEARNING ABOUT COMMERCIAL MATERIALS	13	65	4	
	INDIVIDUALIZING INSTRUCTION	4	52	30	
	LEARNING DISABILITIES	9	52	22	
	SUSPECTED CHILD ABUSE AND NEGLECT	26	35	17	
	USING TEACHER CENTER FACILITIES	4	44	39	

13	INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.	YES
	SOCIAL BEHAVIORS	56
	PARENT INVOLVEMENT	74
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	56
	GROWTH AND DEVELOPMENT ISSUES	56
	COMMUNITY RESOURCES	50
	CLASSROOM MANAGEMENT	35
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	50
	MODEL/OPTION RELATED TRAINING	22
	HELPING CHILDREN TAKE TESTS	52
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	56
	LEARNING ABOUT COMMERCIAL MATERIALS	35
	INDIVIDUALIZING INSTRUCTION	48
	LEARNING DISABILITIES	56
	SUSPECTED CHILD ABUSE AND NEGLECT	56
	USING TEACHER CENTER FACILITIES	56

14

FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE FORM IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.

AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
SOCIAL BEHAVIORS	9	18	4	13
PARENT INVOLVEMENT	9	22	4	9
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	9	4	13	26
GROWTH AND DEVELOPMENT ISSUES	4	9	9	13
COMMUNITY RESOURCES	4	0	0	9
CLASSROOM MANAGEMENT	9	4	9	4
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	9	4	4	0
MODEL/OPTION RELATED TRAINING	0	0	0	4
HELPING CHILDREN TAKE TESTS	0	0	13	13
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	9	4	13	9
LEARNING ABOUT COMMERCIAL MATERIALS	0	4	0	13
INDIVIDUALIZING INSTRUCTION	4	0	9	13
LEARNING DISABILITIES	0	0	4	17
SUSPECTED CHILD ABUSE AND NEGLECT	0	9	4	17
USING TEACHER CENTER FACILITIES	0	0	4	4

APPENDIX C

DURHAM

This analysis is based on four responses from pre-school (ages 3-5) staff of the Durham Child Development Center. Although no educational model, per se, is utilized in the program, the respondents selected Open Classroom (3), and Philadelphia Process (1). This selection could be based on staff perception, or individual teaching strategy employed in the classroom.

Experience

The amount of early childhood (pre-school through Grade 4) experience and years experience in the Durham Program varied from one to ten years, but none of the respondents have over ten years experience in either.

Attendance In Staff Development Sessions

The respondents attended at least one workshop, and it was usually sponsored by the School District of Philadelphia. All four had on-site consultations this year; two of the four further indicated that they had more on-site demonstrations/teaching assistance than in the previous year.

Satisfaction With Supervisory Support

When asked about their satisfaction with services provided by supervisors¹, they were generally satisfied with most of the 10 services listed for comment. All four were satisfied when "informed of program information, decisions and procedures." Two of the four were less than satisfied when "offered support in parent involvement." Only one was satisfied with the supervisor "arranging

¹Staff in the program are free to call upon assistance from other day care/pre-school program staff. General satisfaction was determined by two of the four indicating satisfaction with an item.

use of professional days," or with "suggestions about the effective use of curriculum materials."

Impact Of Staff Development On Classroom Effectiveness

The only area where at least two individuals felt that staff development this year, resulted in greater classroom effectiveness was "using the creative arts to enrich the curriculum."

Future Staff Development

"Using teacher center facilities" was the one area where most (3) of the individuals were willing to participate in staff development without reimbursement. Only one person responded to the question regarding future staff development. The five areas selected were "community resources"; "growth and development issues"; "learning disabilities"; suspected child abuse/neglect"; and "using teacher center facilities."

.....

DURHAM

**EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE
R3 (REV. 4/78)**

LOG NUMBER (1)
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Please answer the following questions by circling the appropriate number following each question. You may enter comments on page 4.

We very much appreciate the time you are spending in completing this information.

BACKGROUND INFORMATION

2	INDICATE YOUR PROGRAM:	5	COUNTING THIS YEAR, HOW LONG HAVE YOU BEEN WITH YOUR PRESENT PROGRAM?				
	BRIDGE						
	CHILD CARE		1 - 2 YEARS 2				
	DURHAM INFANT TODDLER		3 - 5 YEARS 1				
	FOLLOW THROUGH		6 - 10 YEARS 1				
	FOLLOW THROUGH EXPANSION		OVER 10 YEARS				
	GET SET DAY CARE	6	INDICATE YOUR PRESENT POSITION:				
	IMPACT AID		TEACHER				
	PRE-K HEAD START		ASSISTANT TEACHER				
	PARENT CO-OP NURSERIES		AIDE				
	PRIMARY SKILLS			1-5	6-10	OVER 10	NONE
	REGULAR KINDERGARTEN						
3	CIRCLE THE MODEL/OPTION UTILIZED IN YOUR SCHOOL/ CENTER	7	HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR?				
	BANK STREET		2	2	0	0	
	BEHAVIOR ANALYSIS	8	HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT?				
	BILINGUAL BICULTURAL		2	1	0	1	
	EDC	9	HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR? (SEE DEFINITION BELOW)				
	MONTESSORI		2	1	1	0	
	OPEN CLASSROOM	*ON-SITE CONSULTATIONS: (This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.)					
	PARENT IMPLEMENTED						
	PHILADELPHIA PROCESS						
	RESPONSIVE LEARNING						
	OPTION 1						
	OPTION 2						
	OPTION 3						
	OPTION 4						
	NOT APPLICABLE						
4	COUNTING THIS YEAR, HOW MUCH EARLY CHILDHOOD (PRESCHOOL THROUGH GRADE 4) CLASSROOM OR CENTER EXPERIENCE HAVE YOU HAD?						
	1 - 2 YEARS		1				
	3 - 5 YEARS		2				
	6 - 10 YEARS		1				
	OVER 10 YEARS						

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY 2	LESS FREQUENTLY 1	SAME 0	NONE THIS YEAR 1
11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".		GENERALLY SATISFIED		GENERALLY NOT SATISFIED
	CONDUCTS WORKSHOPS		3		1
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES		4		0
	LOCATES AVAILABLE RESOURCE MATERIALS		3		0
	ON-SITE CLASSROOM TRAINING		2		0
	GIVES SUPPORT TO INDIVIDUAL CONCERNS		3		1
	OFFERS SUPPORT IN PARENT INVOLVEMENT		2		2
	ARRANGES USE OF PROFESSIONAL DAYS		1		0
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN		2		1
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS		1		1
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS		2		1
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	1	2	0	
	PARENT INVOLVEMENT	3	0	1	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	1	1	2	
	CHILD GROWTH AND DEVELOPMENT ISSUES	0	3	1	
	COMMUNITY RESOURCES	1	3	0	
	CURRICULUM DEVELOPMENT	1	1	1	
	CLASSROOM MANAGEMENT	0	3	0	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	2	2	0	
	MODEL/OPTION RELATED TRAINING	0	2	0	
	HELPING CHILDREN TAKE TESTS	1	2	0	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	1	1	1	
	LEARNING ABOUT COMMERCIAL MATERIALS	2	1	0	
	INDIVIDUALIZING INSTRUCTION	1	2	0	
	LEARNING DISABILITIES	1	1	0	
	SUSPECTED CHILD ABUSE AND NEGLECT	1	1	0	
	USING TREASURY CENTER FACILITIES	1	2	0	

13	INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.	
		YES
	SOCIAL BEHAVIORS	2
	PARENT INVOLVEMENT	1
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	1
	GROWTH AND DEVELOPMENT ISSUES	2
	COMMUNITY RESOURCES	2
	CLASSROOM MANAGEMENT	1
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	2
	MODEL/OPTION RELATED TRAINING	2
	HELPING CHILDREN TAKE TESTS	1
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	1
	LEARNING ABOUT COMMERCIAL MATERIALS	2
	INDIVIDUALIZING INSTRUCTION	1
	LEARNING DISABILITIES	2
SUSPECTED CHILD ABUSE AND NEGLECT	2	
USING TEACHER CENTER FACILITIES	3	

14 FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE FORM IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.

AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
SOCIAL BEHAVIORS	0	0	0	0
PARENT INVOLVEMENT	0	0	0	1
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	0	0	0	1
GROWTH AND DEVELOPMENT ISSUES	1	1	0	1
COMMUNITY RESOURCES	1	0	0	0
CLASSROOM MANAGEMENT	0	0	0	0
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	0	0	0	0
MODEL/OPTION RELATED TRAINING	0	0	0	0
HELPING CHILDREN TAKE TESTS	0	0	1	1
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	0	0	0	1
LEARNING ABOUT COMMERCIAL MATERIALS	0	0	0	0
INDIVIDUALIZING INSTRUCTION	0	0	0	0
LEARNING DISABILITIES	1	0	0	1
SUSPECTED CHILD ABUSE AND NEGLECT	1	0	0	1
USING TEACHER CENTER FACILITIES	1	1	0	0

APPENDIX D
FOLLOW THROUGH

This analysis is based on 84 returns from Follow Through staff (46 teachers, 38 aides). The responses were returned from the program models in the following percentages: Bank Street (teachers 24%, aides 21%); Behavior Analysis (teachers 11%, aides 13%); Bilingual-Bicultural (teachers 13%, aides 11%); Education Development Center (teachers 24%, aides 35%); Parent Implemented (teachers 4%); and Philadelphia Process (teachers 15%, aides 16%).

Experience

Three-fourths of the teachers and over 90% of the aides had over five years of early Childhood experience. The majority of both teachers (54%) and aides (74%) had 6-10 years of program experience. This suggests that a large number of the staff, particularly the aides, have been with the program since its inception.

Attendance in Staff Development

Over 75% of both the teachers and aides attended at least one workshop this year. Approximately 58% of all workshops given were provided by the school district.¹ Fifty-two percent of the teachers and 32% of the aides received over ten on-site consultations. Almost 50% of the aides received on-site assistance more frequently this year, than in the previous year. Twenty-eight percent of the teachers indicated that they received on-site assistance more frequently, 22% less frequently and 24% reported that none was provided.

Satisfaction With Supervisory Support

Over half of the teachers and aides reported that they were satisfied

¹This includes staff development provided by program staff.

with all of the services listed as provided by supervisors. Both groups were particularly satisfied (75%) with the "location of available resource materials." The services where a substantial number of the staff indicated that they were generally not satisfied were: "support given in solving classroom management problems" (selected by 30% of the teachers) and "on-site classroom training" (selected by 24% of the aides).

Impact of Staff Development On Classroom Practices

The survey also sought to determine the extent to which the staff reported that staff development in certain areas resulted in greater effectiveness in the classroom. Based on responses from both teachers and aides, an area which resulted in great change in classroom effectiveness was "improving the basics."

A closer examination revealed differences in staff opinion. Teachers also felt that "learning about commercial materials"; "using teacher center facilities"; and "curriculum development" had an impact on classroom effectiveness. The aides felt that "helping children take tests," and "using the creative arts for curriculum enrichment" also had an impact.

The area which appears to have provided little change in classroom effectiveness, according to more than half of the teachers and aides was "suspected child abuse and neglect." This was not surprising, since this area was not one emphasized in the program.

Non-reimbursed Participation

Over half of the teachers and aides indicated a willingness to participate in non-reimbursed staff development in "improving the basics." "Learning disabilities" (teachers 48%, aides 53%); "helping children take tests" (aides 63%); and the "social behaviors" (teachers 46%, were also selected by a

substantial percentage for non-reimbursed participation.

Future Staff Development

The staff was also asked to select five (of fifteen listed) areas for future staff development. The teachers selected "improving the basics"; "learning disabilities"; "social behaviors"; "creative arts"; and "individualizing instruction." The aides selected "improving the basics"; "helping children take tests"; "learning disabilities"; "social behaviors"; and "creative arts." Both chose a combination of methods (on-site demonstrations, on-site consultation and workshop) for implementation of the areas.

Staff Development: Resource Personnel

The resource personnel of the Original Follow Through program basically agreed that staff development was built into the school day, and that time was spent in direct contact with teachers. They reported being responsible for at least two schools (and at least 4 classrooms), and visited and worked with individual classroom teachers (the amount of time varied according to actual job classification and duties¹). They tended to agree that on-site staff development was given more frequently this year than last.

Because of the many responsibilities of the positions termed supervisory within Follow Through, the areas in which the greatest amount of time, emphasis and preference was spent, varied. In general, there was some agreement that a great deal of time was spent "informing staff of program

¹Supervisors spent little time with classroom teachers because the majority of their time was spent with resource teachers. For the purposes of this study, the resource teachers are also responding as supervisors because of their job responsibilities -- which correspond to many supervisory duties in other early childhood programs

information, decisions and procedures," and "giving support to individual concerns." The data indicated that curriculum development"; "instruction related training"; "human relations, social behaviors and work habits"; "individualizing instruction"; and "suggestions for helping children take tests," received emphasis in the supervisors' activities. It was further suggested that all respondents preferred "parent involvement" as a topic for future staff development. The "workshop" was the preferred method for the majority of staff development activities.

Conclusion

Cumulative data indicates that a major source of staff development was workshops sponsored by the school district. It appears that on-site assistance was provided more frequently this year, particularly to aides.

The majority of teachers and aides were satisfied with supervisory services, particularly with regard to the location of available resource materials and suggestions about the effective use of curriculum materials.

Both teachers and aides, felt that staff development in improving the basics had an impact on classroom effectiveness. Both also felt that suspected child abuse and neglect contributed little to classroom effectiveness. Improving the basics was selected by both teachers and aides, not only as the area most were willing to participate in staff development without reimbursement, but also as a preferred future staff development topic.

The data indicate that a single method for providing staff development could not accomodate all staff development areas. Certain topics, however, could be developed into a program for both teachers and aides.

Response Comparison

Resource personnel reported providing more on-site assistance this year, while 28% of the teachers and 47% of the aides reported receiving it more frequently this year. Resource personnel did not indicate spending a great deal of time or emphasizing the improvement of the basic skills. The staff, however, felt that basic skills staff development had a great impact on classroom effectiveness, was preferred as a future topic and was an area they were willing to participate in without reimbursement.

The 1976-77 data is similar to the 1977-78 data. Satisfaction with supervisory support remained high this year and the location of available resource materials appears to remain one area of particular satisfaction for both teachers and aides. Although improving the basics was preferred by teachers and aides last year as a future topic, resource personnel did not report emphasizing or spending a great deal of time in this area this year.

LOG NUMBER
(1)

Staff Development is considered to consist of all activities which lead to professional growth, including workshops, consultations, conferences, on-site visitations, meetings, newsletters, demonstrations, and informal discussions.

We very much appreciate the time you are spending in completing this information.

*ON-SITE CONSULTANTS: (This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.)

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY 28	LESS FREQUENTLY 22	SAME 24	NONE THIS YEAR 24
11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".	GENERALLY SATISFIED		GENERALLY NOT SATISFIED	
	CONDUCTS WORKSHOPS	54		22	
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES	74		17	
	LOCATES AVAILABLE RESOURCE MATERIALS	76		15	
	ON-SITE CLASSROOM TRAINING	65		30	
	GIVES SUPPORT TO INDIVIDUAL CONCERNS	72		24	
	OFFERS SUPPORT IN PARENT INVOLVEMENT	74		17	
	ARRANGES USE OF PROFESSIONAL DAYS	65		24	
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN	70		28	
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS	76		22	
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS	65		30	
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	35	43	9	
	PARENT INVOLVEMENT	33	37	15	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	20	48	15	
	CHILD GROWTH AND DEVELOPMENT ISSUES	22	52	9	
	COMMUNITY RESOURCES	37	28	13	
	CURRICULUM DEVELOPMENT	28	33	22	
	CLASSROOM MANAGEMENT	28	39	13	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	33	28	20	
	MODEL/OPTION RELATED TRAINING	26	39	13	
	HELPING CHILDREN TAKE TESTS	37	35	13	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	26	33	22	
	LEARNING ABOUT COMMERCIAL MATERIALS	22	39	22	
	INDIVIDUALIZING INSTRUCTION	24	41	17	
	LEARNING DISABILITIES	25	39	11	
	SUSPECTED CHILD ABUSE AND NEGLECT	52	20	9	
	USING TEACHER CENTER FACILITIES	28	28	22	

13	INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.	
		YES
	SOCIAL BEHAVIORS	46
	PARENT INVOLVEMENT	38
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	39
	GROWTH AND DEVELOPMENT ISSUES	35
	COMMUNITY RESOURCES	17
	CLASSROOM MANAGEMENT	30
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	28
	MODEL/OPTION RELATED TRAINING	24
	HELPING CHILDREN TAKE TESTS	37
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	56
	LEARNING ABOUT COMMERCIAL MATERIALS	28
	INDIVIDUALIZING INSTRUCTION	41
	LEARNING DISABILITIES	48
	SUSPECTED CHILD ABUSE AND NEGLECT	33
	USING TEACHER CENTER FACILITIES	37

14 FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE FORM IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.

AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
SOCIAL BEHAVIORS	0	2	20	13
PARENT INVOLVEMENT	6	2	9	6
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	2	2	17	15
GROWTH AND DEVELOPMENT ISSUES	2	2	4	11
COMMUNITY RESOURCES	2	4	4	6
CLASSROOM MANAGEMENT	2	4	9	6
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	0	4	6	11
MODEL/OPTION RELATED TRAINING	2	2	2	6
HELPING CHILDREN TAKE TESTS	0	2	4	11
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	9	4	28	22
LEARNING ABOUT COMMERCIAL MATERIALS	2	0	9	9
INDIVIDUALIZING INSTRUCTION	4	11	8	13
LEARNING DISABILITIES	4	6	13	28
SUSPECTED CHILD ABUSE AND NEGLECT	4	4	2	15
USING TEACHER CENTER FACILITIES	2	2	0	15

ORIGINAL FOLLOW THROUGH
Aide
EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE
03 (REV. 4/78)

LOG NUMBER (1)
(OFFICE USE ONLY)

STATEMENT OF INTENT:

The purpose of this questionnaire is to continue documentation of the types, frequency, and perceived effectiveness of various staff development sessions across several early childhood programs.

The intent is to determine the range and extent of staff development available through the combined efforts of all personnel responsible for staff development (such as supervisory, resource, and support personnel) in each program.

Staff Development is considered to consist of all activities which lead to professional growth, including workshops, consultations, conferences, on-site visitations, meetings, newsletters, demonstrations, and informal discussions.

Please answer the following questions by circling the appropriate number following each question. You may enter comments on page 4.

We very much appreciate the time you are spending in completing this information.

BACKGROUND INFORMATION

2	INDICATE YOUR PROGRAM: BRIDGE CHILD CARE DURHAM INFANT TODDLER FOLLOW THROUGH FOLLOW THROUGH EXPANSION GET SET DAY CARE IMPACT AID PRE-K HEAD START PARENT CO-OP NURSERIES PRIMARY SKILLS REGULAR KINDERGARTEN	5	COUNTING THIS YEAR, HOW LONG HAVE YOU BEEN WITH YOUR PRESENT PROGRAM? <table style="width: 100%;"> <tr> <td style="width: 80%;">1 - 2 YEARS</td> <td style="width: 20%; text-align: right;">11</td> </tr> <tr> <td>3 - 5 YEARS</td> <td style="text-align: right;">13</td> </tr> <tr> <td>6 - 10 YEARS</td> <td style="text-align: right;">74</td> </tr> <tr> <td>OVER 10 YEARS</td> <td style="text-align: right;">3</td> </tr> </table>				1 - 2 YEARS	11	3 - 5 YEARS	13	6 - 10 YEARS	74	OVER 10 YEARS	3																								
1 - 2 YEARS	11																																					
3 - 5 YEARS	13																																					
6 - 10 YEARS	74																																					
OVER 10 YEARS	3																																					
		6	INDICATE YOUR PRESENT POSITION: TEACHER ASSISTANT TEACHER AIDE																																			
				1-5	6-10	OVER 10	NONE																															
3	CIRCLE THE MODEL/OPTION UTILIZED IN YOUR SCHOOL/CENTER <table style="width: 100%;"> <tr> <td style="width: 80%;">BANK STREET</td> <td style="width: 20%; text-align: right;">21</td> </tr> <tr> <td>BEHAVIOR ANALYSIS</td> <td style="text-align: right;">13</td> </tr> <tr> <td>BILINGUAL BICULTURAL</td> <td style="text-align: right;">11</td> </tr> <tr> <td>EDC</td> <td style="text-align: right;">35</td> </tr> <tr> <td>MONTESSORI</td> <td></td> </tr> <tr> <td>OPEN CLASSROOM</td> <td></td> </tr> <tr> <td>PARENT IMPLEMENTED</td> <td></td> </tr> <tr> <td>PHILADELPHIA PROCESS</td> <td style="text-align: right;">16</td> </tr> <tr> <td>RESPONSIVE LEARNING</td> <td></td> </tr> <tr> <td>OPTION 1</td> <td></td> </tr> <tr> <td>OPTION 2</td> <td></td> </tr> <tr> <td>OPTION 3</td> <td></td> </tr> <tr> <td>OPTION 4</td> <td></td> </tr> <tr> <td>NOT APPLICABLE</td> <td></td> </tr> </table>	BANK STREET	21	BEHAVIOR ANALYSIS	13	BILINGUAL BICULTURAL	11	EDC	35	MONTESSORI		OPEN CLASSROOM		PARENT IMPLEMENTED		PHILADELPHIA PROCESS	16	RESPONSIVE LEARNING		OPTION 1		OPTION 2		OPTION 3		OPTION 4		NOT APPLICABLE		7	HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR? <table style="width: 100%;"> <tr> <td style="width: 20%; text-align: center;">32</td> <td style="width: 20%; text-align: center;">29</td> <td style="width: 20%; text-align: center;">18</td> <td style="width: 20%; text-align: center;">13</td> </tr> </table>				32	29	18	13
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NOT APPLICABLE																																						
32	29	18	13																																			
		8	HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT? <table style="width: 100%;"> <tr> <td style="width: 20%; text-align: center;">34</td> <td style="width: 20%; text-align: center;">18</td> <td style="width: 20%; text-align: center;">8</td> <td style="width: 20%; text-align: center;">11</td> </tr> </table>				34	18	8	11																												
34	18	8	11																																			
		9	HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR?*(SEE DEFINITION BELOW) <table style="width: 100%;"> <tr> <td style="width: 20%; text-align: center;">21</td> <td style="width: 20%; text-align: center;">29</td> <td style="width: 20%; text-align: center;">32</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table>				21	29	32	5																												
21	29	32	5																																			
4	COUNTING THIS YEAR, HOW MUCH EARLY CHILDHOOD (PRESCHOOL THROUGH GRADE 4) CLASSROOM OR CENTER EXPERIENCE HAVE YOU HAD? <table style="width: 100%;"> <tr> <td style="width: 80%;">1 - 2 YEARS</td> <td style="width: 20%; text-align: right;">0</td> </tr> <tr> <td>3 - 5 YEARS</td> <td style="text-align: right;">5</td> </tr> <tr> <td>6 - 10 YEARS</td> <td style="text-align: right;">79</td> </tr> <tr> <td>OVER 10 YEARS</td> <td style="text-align: right;">13</td> </tr> </table>	1 - 2 YEARS	0	3 - 5 YEARS	5	6 - 10 YEARS	79	OVER 10 YEARS	13	*ON-SITE CONSULTATIONS: (This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.)																												
1 - 2 YEARS	0																																					
3 - 5 YEARS	5																																					
6 - 10 YEARS	79																																					
OVER 10 YEARS	13																																					

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY 47	LESS FREQUENTLY 8	SAME 18	NONE THIS YEAR 16
11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".			GENERALLY SATISFIED	GENERALLY NOT SATISFIED
	CONDUCTS WORKSHOPS			71	13
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES			71	18
	LOCATES AVAILABLE RESOURCE MATERIALS			74	11
	ON-SITE CLASSROOM TRAINING			55	24
	GIVES SUPPORT TO INDIVIDUAL CONCERNS			71	13
	OFFERS SUPPORT IN PARENT INVOLVEMENT			68	11
	ARRANGES USE OF PROFESSIONAL DAYS			60	21
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN			71	16
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS			71	16
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS			68	16
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	26	50	16	
	PARENT INVOLVEMENT	26	42	18	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	16	39	32	
	CHILD GROWTH AND DEVELOPMENT ISSUES	18	55	16	
	COMMUNITY RESOURCES	26	50	16	
	CURRICULUM DEVELOPMENT	21	42	24	
	CLASSROOM MANAGEMENT	21	39	26	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	21	42	23	
	MODEL/OPTION RELATED TRAINING	24	37	18	
	HELPING CHILDREN TAKE TESTS	26	24	39	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	16	42	32	
	LEARNING ABOUT COMMERCIAL MATERIALS	18	55	16	
	INDIVIDUALIZING INSTRUCTION	24	45	24	
	LEARNING DISABILITIES	29	39	11	
	SUSPECTED CHILD ABUSE AND NEGLECT	53	24	13	
	USING TEACHER CENTER FACILITIES	24	39	24	

13	INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.	
		YES
	SOCIAL BEHAVIORS	37
	PARENT INVOLVEMENT	37
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	42
	GROWTH AND DEVELOPMENT ISSUES	26
	COMMUNITY RESOURCES	32
	CLASSROOM MANAGEMENT	39
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	32
	MODEL/OPTION RELATED TRAINING	18
	HELPING CHILDREN TAKE TESTS	63
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	60
	LEARNING ABOUT COMMERCIAL MATERIALS	26
	INDIVIDUALIZING INSTRUCTION	53
	LEARNING DISABILITIES	53
	SUSPECTED CHILD ABUSE AND NEGLECT	42
	USING TEACHER CENTER FACILITIES	42

14 FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE FORM IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.

AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
SOCIAL BEHAVIORS	8	5	13	13
PARENT INVOLVEMENT	5	3	5	8
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	5	0	8	21
GROWTH AND DEVELOPMENT ISSUES	10	8	13	0
COMMUNITY RESOURCES	3	0	5	8
CLASSROOM MANAGEMENT	5	3	8	10
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	3	0	3	10
MODEL/OPTION RELATED TRAINING	0	0	0	5
HELPING CHILDREN TAKE TESTS	5	5	13	15
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	16	5	18	21
LEARNING ABOUT COMMERCIAL MATERIALS	5	0	3	3
INDIVIDUALIZING INSTRUCTION	5	5	3	13
LEARNING DISABILITIES	8	5	3	24
SUSPECTED CHILD ABUSE AND NEGLECT	10	8	0	3
USING TEACHER CENTER FACILITIES	3	0	3	10

APPENDIX E

FOLLOW THROUGH EXPANSION

This analysis is based on 83 responses from Follow Through Expansion staff (56 teachers, 27 aides). About a third of the teachers reported working with Option 1; 26% with Option 4; 18% with Option 5; and 14% with Option 2. The aides report having worked with Option 1 (N=14); Option 2 (N=4); and Option 4 (N=8).

Experience

Almost 70% of the teachers have over five years of early childhood experience, and about 50% had been with the Expansion Program since its inception three years ago. Three-fourths of the aides have over five years of early childhood experiences, and have been with the Expansion Program at least three years.

Attendance in Staff Development Sessions

Three-fourths of the teachers and 100% of the aides had at least one workshop this year. Approximately 2/3 of the workshops provided to teachers were sponsored by the school district. Ninety percent of the workshops provided to aides were sponsored by the school district.¹

Ninety percent of the teachers had at least one on-site consultation this year. Only 52% of the aides reported having on-site consultations. A third of the teachers and over half of the aides indicated that on-site assistance was provided more frequently this year than in the previous year.

¹This includes staff development provided by program staff.

Satisfaction With Supervisory Support

The teachers were basically satisfied with services provided by supervisors. Data indicate that they were particularly satisfied with "location of available resource materials" (80% satisfaction); and "support given to individual concerns" (79% satisfaction). The aides, also, were generally satisfied with supervisory support, particularly with regard to the "conducting of workshops" (85% satisfaction); "shared program information, decisions and procedures" (85% satisfaction); and "location of available resource materials" (85% satisfaction).

Impact of Staff Development on Classroom Practices

Twenty percent of the teaching staff felt that the following areas of staff development resulted in greater effectiveness in the classroom: "improving the basics"; "learning about commercial materials"; and "curriculum development." The areas felt to have little impact on classroom effectiveness were "community resources" and "suspected child abuse/neglect." This was not surprising since this area was not emphasized in the program.

Forty percent of the aides felt that staff development in "improving the basics" resulted in greater effectiveness in the classroom. Staff development in "individualizing instruction" and the "social behaviors" also was felt to have an impact. Sixty-seven percent reported that "learning disabilities" contributed little to classroom effectiveness.

Non-reimbursed Participation

Over a third of the teachers appear to be willing to participate in staff development without reimbursement in 12 of 16 areas listed for comment. Over half reported their willingness in the area of "improving the basics."

More than half of the aides indicated a willingness to participate in non-reimbursed staff development in "improving the basics" and "social behaviors."

Future Staff Development

The five areas selected by teachers as priorities for future staff development were: "improving the basics"; "individualizing instruction"; "parent involvement"; "creative arts" and "social behaviors."

The aides selected "social behaviors"; "improving the basics"; "suspected child abuse and neglect"; "creative arts" and "learning disabilities." A combination of methods (on-site consultation, on-site demonstration and workshop) was preferred for implementation of staff development by both teachers and aides.

Staff Development: Resource Personnel

The majority of the resource personnel indicated that staff development was built into the school day, and that at least 20% of their time was spent in direct contact with teachers. All were responsible for at least two schools, and each school received a minimum of six visits during the year. On each of the visits, the resource personnel worked directly with the teacher.

The majority further reported that they gave on-site demonstration/assistance more frequently this year than last (two respondents were new appointees and did not respond to the question).

All of the Expansion resource personnel spent a great deal of their time "suggesting activities/offering support in parent involvement." The majority reported spending little time "arranging and/or approving use of professional days." Collectively, their activities to a large extent emphasized "parent involvement" and "individualized instruction."

The five areas chosen as preferred topics for future staff development were "parent involvement"; "model/option related training"; "individualizing instruction"; "using teachers and/or resource center facilities" and "classroom management." The major method selected for implementation of these topics was the "workshop"; although some individuals did select on-site staff development, as a method for some of the other topics.

Conclusion

Cumulative material indicates that the major source of staff development for both teachers and aides was the school district. Resource personnel provided on-site consultations as well as on-site assistance, although it appears that more time was spent with aides than with teachers.

The majority of the teachers and aides were satisfied with supervisory services, particularly with regard to the location of available resource materials. They appear less satisfied with the arrangements for use of professional days.

Both teachers and aides felt that staff development in improving the basics had an impact on classroom effectiveness. Improving the basics was selected by both groups for future staff development (along with social behaviors and creative arts) and they expressed a willingness to participate with reimbursement in that area also.

Response Comparison

Based on the responses from this year's data, teachers and aides received more on-site assistance than in 1976-77, and satisfaction with supervisory support also remained high. Both teachers and aides were particularly satisfied with the locating of available resource materials and the support given to individual concerns in both years.

More than half of the aides felt that several areas of staff development had an impact on classroom practices this year. Responses and comments from resource personnel suggest that the frequent workshops and assistance they report providing this year, were primarily for aides.

In both years, improving the basics remains an area of importance for resource personnel, teachers and aides. This year's data shows that it was one area selected by all staff as satisfactorily provided, emphasized as having an impact on the classroom and preferred for future staff development.

**FOLLOW THROUGH EXPANSION
Teacher**

**EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE
R3 (REV. 4/78)**

**LOG NUMBER
(1)**

(OFFICE USE ONLY)

STATEMENT OF INTENT:

The purpose of this questionnaire is to continue documentation of the types, frequency, and perceived effectiveness of various staff development sessions across several early childhood programs.

The intent is to determine the range and extent of staff development available through the combined efforts of all personnel responsible for staff development (such as supervisory, resource, and support personnel) in each program.

Staff Development is considered to consist of all activities which lead to professional growth, including workshops, consultations, conferences, on-site visitations, meetings, newsletters, demonstrations, and informal discussions.

Please answer the following questions by circling the appropriate number following each question. You may enter comments on page 4.

We very much appreciate the time you are spending in completing this information.

BACKGROUND INFORMATION

2 INDICATE YOUR PROGRAM: BRIDGE CHILD CARE DURHAM INFANT TODDLER FOLLOW THROUGH FOLLOW THROUGH EXPANSION GET SET DAY CARE IMPACT AID PRE-K HEAD START PARENT CO-OP NURSERIES PRIMARY SKILLS REGULAR KINDERGARTEN	5 COUNTING THIS YEAR, HOW LONG HAVE YOU BEEN WITH YOUR PRESENT PROGRAM? 1 - 2 YEARS 46 3 - 5 YEARS 41 6 - 10 YEARS 11 OVER 10 YEARS 0																				
3 CIRCLE THE MODEL/OPTION UTILIZED IN YOUR SCHOOL/CENTER BANK STREET BEHAVIOR ANALYSIS BILINGUAL BICULTURAL EDC MONTESSORI OPEN CLASSROOM PARENT IMPLEMENTED PHILADELPHIA PROCESS RESPONSIVE LEARNING OPTION 1 30 OPTION 2 14 OPTION 3 2 OPTION 4 21 NOT APPLICABLE	6 INDICATE YOUR PRESENT POSITION: TEACHER ASSISTANT TEACHER AIDE <table border="1"> <thead> <tr> <th></th> <th>1-5</th> <th>6-10</th> <th>OVER 10</th> <th>NONE</th> </tr> </thead> <tbody> <tr> <td>7 HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR?</td> <td>61</td> <td>11</td> <td>4</td> <td>14</td> </tr> <tr> <td>8 HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT?</td> <td>50</td> <td>11</td> <td>4</td> <td>25</td> </tr> <tr> <td>9 HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR? (SEE DEFINITION BELOW)</td> <td>29</td> <td>23</td> <td>36</td> <td>2</td> </tr> </tbody> </table>		1-5	6-10	OVER 10	NONE	7 HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR?	61	11	4	14	8 HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT?	50	11	4	25	9 HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR? (SEE DEFINITION BELOW)	29	23	36	2
	1-5	6-10	OVER 10	NONE																	
7 HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR?	61	11	4	14																	
8 HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT?	50	11	4	25																	
9 HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR? (SEE DEFINITION BELOW)	29	23	36	2																	
4 COUNTING THIS YEAR, HOW MUCH EARLY CHILDHOOD (PRESCHOOL, THROUGH GRADE 4) CLASSROOM OR CENTER EXPERIENCE HAVE YOU HAD? 1 - 2 YEARS 7 3 - 5 YEARS 25 6 - 10 YEARS 27 OVER 10 YEARS 41	*ON-SITE CONSULTATIONS: (This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.)																				

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY 36	LESS FREQUENTLY 25	SAME 21	NONE THIS YEAR 14
11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".		GENERALLY SATISFIED	GENERALLY NOT SATISFIED	
	CONDUCTS WORKSHOPS		67	20	
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES		73	18	
	LOCATES AVAILABLE RESOURCE MATERIALS		86	7	
	ON-SITE CLASSROOM TRAINING		59	32	
	GIVES SUPPORT TO INDIVIDUAL CONCERNS		79	12	
	OFFERS SUPPORT IN PARENT INVOLVEMENT		71	20	
	ARRANGES USE OF PROFESSIONAL DAYS		41	45	
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN		66	25	
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS		77	18	
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS		62	25	
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	46	32	10	
	PARENT INVOLVEMENT	41	32	18	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	37	41	12	
	CHILD GROWTH AND DEVELOPMENT ISSUES	34	46	11	
	COMMUNITY RESOURCES	59	29	5	
	CURRICULUM DEVELOPMENT	34	39	20	
	CLASSROOM MANAGEMENT	41	32	11	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	50	29	12	
	MODEL/OPTION RELATED TRAINING	37	43	11	
	HELPING CHILDREN TAKE TESTS	54	27	12	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	32	32	21	
	LEARNING ABOUT COMMERCIAL MATERIALS	25	45	20	
	INDIVIDUALIZING INSTRUCTION	45	32	16	
	LEARNING DISABILITIES	57	21	11	
	SUSPECTED CHILD ABUSE AND NEGLECT	61	18	11	
	USING TEACHER CENTER FACILITIES	36	36	18	

13	INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.	YES
	SOCIAL BEHAVIORS	46
	PARENT INVOLVEMENT	43
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	45
	GROWTH AND DEVELOPMENT ISSUES	21
	COMMUNITY RESOURCES	25
	CLASSROOM MANAGEMENT	46
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	36
	MODEL/OPTION RELATED TRAINING	18
	HELPING CHILDREN TAKE TESTS	34
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	52
	LEARNING ABOUT COMMERCIAL MATERIALS	27
	INDIVIDUALIZING INSTRUCTION	45
	LEARNING DISABILITIES	37
	SUSPECTED CHILD ABUSE AND NEGLECT	36
	USING TEACHER CENTER FACILITIES	48

14	FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE FORM IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
	SOCIAL BEHAVIORS	4	12	12	11
	PARENT INVOLVEMENT	2	11	4	23
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	7	0	20	18
	GROWTH AND DEVELOPMENT ISSUES	2	4	4	11
	COMMUNITY RESOURCES	2	2	2	5
	CLASSROOM MANAGEMENT	5	7	20	5
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	7	7	11	4
	MODEL/OPTION RELATED TRAINING	0	0	7	12
	HELPING CHILDREN TAKE TESTS	2	0	9	0
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	7	7	25	25
	LEARNING ABOUT COMMERCIAL MATERIALS	2	2	2	11
	INDIVIDUALIZING INSTRUCTION	9	11	23	9
	LEARNING DISABILITIES	4	11	9	14
	SUSPECTED CHILD ABUSE AND NEGLECT	0	7	2	5
	USING TEACHER CENTER FACILITIES	2	4	2	20

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY 57	LESS FREQUENTLY 22	SAME 7	NONE THIS YEAR 4
11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".	GENERALLY SATISFIED			GENERALLY NOT SATISFIED
	CONDUCTS WORKSHOPS	85			7
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES	87			7
	LOCATES AVAILABLE RESOURCE MATERIALS	88			4
	ON-SITE CLASSROOM TRAINING	74			15
	GIVES SUPPORT TO INDIVIDUAL CONCERNS	74			15
	OFFERS SUPPORT IN PARENT INVOLVEMENT	67			15
	ARRANGES USE OF PROFESSIONAL DAYS	63			11
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN	78			15
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS	84			7
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS	78			15
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	37	37	26	
	PARENT INVOLVEMENT	33	48	11	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	22	52	18	
	CHILD GROWTH AND DEVELOPMENT ISSUES	33	44	11	
	COMMUNITY RESOURCES	41	41	7	
	CURRICULUM DEVELOPMENT	26	52	7	
	CLASSROOM MANAGEMENT	26	44	22	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	15	56	22	
	MODEL/OPTION RELATED TRAINING	30	52	7	
	HELPING CHILDREN TAKE TESTS	22	57	18	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	4	44	41	
	LEARNING ABOUT COMMERCIAL MATERIALS	26	48	11	
	INDIVIDUALIZING INSTRUCTION	11	52	29	
	LEARNING DISABILITIES	67	18	4	
	SUSPECTED CHILD ABUSE AND NEGLECT	30	41	18	
	USING TEACHER CENTER FACILITIES	30	41	18	

13 INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.

	YES
SOCIAL BEHAVIORS	
PARENT INVOLVEMENT	37
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	26
GROWTH AND DEVELOPMENT ISSUES	37
COMMUNITY RESOURCES	26
CLASSROOM MANAGEMENT	15
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	30
MODEL/OPTION RELATED TRAINING	11
HELPING CHILDREN TAKE TESTS	41
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	63
LEARNING ABOUT COMMERCIAL MATERIALS	26
INDIVIDUALIZING INSTRUCTION	33
LEARNING DISABILITIES	37
SUSPECTED CHILD ABUSE AND NEGLECT	44
USING TEACHER CENTER FACILITIES	37

14 FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE FORM IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.

AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
SOCIAL BEHAVIORS	30	11	15	15
PARENT INVOLVEMENT	4	7	7	0
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	0	0	4	15
GROWTH AND DEVELOPMENT ISSUES	5	0	7	11
COMMUNITY RESOURCES	4	7	0	4
CLASSROOM MANAGEMENT	4	0	11	4
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	0	0	7	0
MODEL/OPTION RELATED TRAINING	4	0	4	7
HELPING CHILDREN TAKE TESTS	11	7	11	0
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	30	0	14	11
LEARNING ABOUT COMMERCIAL MATERIALS	0	7	4	4
INDIVIDUALIZING INSTRUCTION	11	4	0	17
LEARNING DISABILITIES	11	4	15	0
SUSPECTED CHILD ABUSE AND NEGLECT	33	4	7	11
USING TEACHER CENTER FACILITIES	11	0	0	11

APPENDIX F

GET SET DAY CARE

This analysis is based on 75 responses from Get Set Day Care staff (23 teachers, 46 assistant teachers and 6 aides). In the following discussion, assistant teacher and aide (AT/A) responses are combined.

Experience

Almost 100% of the teachers had over five years of experience, both in early childhood and in the Get Set Program. Similarly, a major portion (83%) of the AT/A's had over five years experience, not only in early childhood, but in the Get Set Program.

Attendance in Staff Development Sessions

Approximately 75% of the teachers attended workshops this year. The majority of those workshops were provided by the school district.¹ Eighty-three percent had on-site consultations and almost a third had over ten consultations during the course of the year.

Only a small percentage (10%) of the teachers reported that more frequent on-site assistance was provided this year. The majority indicated that the amount of on-site assistance was either the same as last year (35%), or was not received at all (30%).

Approximately 75% of the AT/A's attended workshops this year, 60% of which were provided by the school district. Most (79%) had at least one on-site consultation, but 42% reported that they had no on-site demonstrations or assistance.

¹This includes staff development provided by program staff.

Satisfaction With Supervisory Support

The teachers appear more than satisfied with the services provided by supervisors, particularly in regard to "parent involvement." The only service where less than fifty percent did not report general satisfaction was "on-site classroom training."

At least half of the AT/A's were satisfied with all ten services provided by supervisors. They were particularly satisfied with support given in: "parent involvement" (79%); "working out concerns with individual children" (77%); and "individual concerns" (75%).

Impact of Staff Development on Classroom Practices

The teachers felt that most areas of staff development listed on the questionnaire resulted in little or moderate change in classroom effectiveness. Twenty-two percent, however, did select "suspect child abuse/neglect" as an area which they felt resulted in greater effectiveness in the classroom.

The AT/A's felt that most areas of staff development resulted in moderate change in classroom effectiveness. Approximately a third, however, felt that "using the creative arts" and "improving the basics" were areas which resulted in greater effectiveness in the classroom.

Non-reimbursed Participation

Less than half of the teachers were willing to participate in any area of staff development listed, without reimbursement. "Improving the basics" (43%); "using teacher center facilities" (43%); and "classroom management" (43%) were the only areas where a substantial number of teachers were willing to participate without reimbursement.

AT/A's appear more willing to participate in staff development without reimbursement than teachers. Almost 30% responded that they would do so in all areas listed. Fifty percent were willing to participate without reimbursement in staff development in "the creative arts."

Future Staff Development

The areas of priority for future staff development identified by teachers were: "improving the basics"; "social behaviors"; "creative arts"; "commercial materials"; and "parent involvement."

The AT/A's selected the "creative arts"; "social behaviors"; "improving the basics"; "growth and development"; and "helping children take tests," as their areas of priority.

Staff Development: Supervisor

Get Set Supervisors indicate that staff development is built into the school day, with over 40% of their time spent in direct contact with teachers. Responses suggest that they were responsible for at least 6 centers, and that they visited and worked with each teacher a minimum of six times. They report that generally, on-site staff development was provided more frequently this year than last.

The two areas which received the greatest emphasis were "growth/development issues", and "improving the pre-reading, reading and/or math programs". The areas where all agreed that a great amount of time was spent were "solving classroom management problems" and "giving support to individual concerns".

The supervisors prefer a combination of methods for implementing future staff development, although the workshop was frequently selected. Preferred topics for future staff development were "social behaviors," "improving the

basics," and "individualizing instruction."

Conclusion

Data suggest that Get Set staff are quite experienced. At least 80% of the teachers and AT/A's had over five years of experience, not only in early childhood, but in the Get Set Program.

Most of the staff attended school district sponsored workshops and had at least one on-site consultation during the course of the year. Almost a third of the entire staff reported that no on-site assistance was provided, although teachers did report receiving more than AT/A's.

The staff appears basically satisfied with services provided by supervisors. Parent involvement was ranked particularly high in satisfaction by all. Little or moderate change in classroom effectiveness was felt to have resulted from most areas of staff development provided.

A larger number of AT/A appear more willing than teachers to participate in staff development without reimbursement. They were particularly interested in using the creative arts for curriculum enrichment.

Areas of priority for future staff development selected by both teachers and aides were social behaviors and improving the basics.

Response Comparison

Teachers and AT/A's report receiving more on-site consultations and assistance this year than in the previous year. Satisfaction with services provided by supervisors remains high, particularly as regards support given in parent involvement in both years.

In 1976-77, teachers and AT/A's felt a great number of areas made a change in classroom effectiveness. Their selections this year focused primarily on moderate rankings. Using the creative arts, however, was selected by AT/A's as being particularly effective.

According to 1976-77 data, a willingness was indicated by the entire staff for staff development participation without reimbursement in a number of areas. In 1977-78, fewer staff members appear to be willing to participate in staff development without reimbursement in any area.

Last years staff preferences for future staff development apparently were considered by supervisors. At least two of the areas supervisors reported spending a great deal of time in were areas identified by teachers and AT/A's as effective as satisfactorily provided. They were also identical to areas preferred as future topics in the 1976-77 survey.

GET SET DAY CARE
Teacher
EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE
R3 (REV. 4/78)

LOG NUMBER (1)
(OFFICE USE ONLY)

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Please answer the following questions by circling the appropriate number following each question. You may enter comments on page 4.

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BACKGROUND INFORMATION

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1 - 2 YEARS	0														
3 - 5 YEARS	4														
6 - 10 YEARS	48														
OVER 10 YEARS	43														
		6	INDICATE YOUR PRESENT POSITION: TEACHER ASSISTANT TEACHER AIDE <table style="width: 100%; text-align: center;"> <tr> <td style="width: 30%;"></td> <td style="width: 10%;">1-5</td> <td style="width: 10%;">6-10</td> <td style="width: 10%;">OVER 10</td> <td style="width: 10%;">NONE</td> </tr> </table>						1-5	6-10	OVER 10	NONE			
	1-5	6-10	OVER 10	NONE											
3	CIRCLE THE MODEL/OPTION UTILIZED IN YOUR SCHOOL/CENTER BANK STREET BEHAVIOR ANALYSIS BILINGUAL BICULTURAL EDC MONTESSORI OPEN CLASSROOM PARENT IMPLEMENTED PHILADELPHIA PROCESS RESPONSIVE LEARNING OPTION 1 OPTION 2 OPTION 3 OPTION 4 NOT APPLICABLE	7	HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR?	56	4	13	26								
		8	HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT?	61	0	13	13								
		9	HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR?* (SEE DEFINITION BELOW)	22	35	26	17								
4	COUNTING THIS YEAR, HOW MUCH EARLY CHILDHOOD (PRESCHOOL THROUGH GRADE 4) CLASSROOM OR CENTER EXPERIENCE HAVE YOU HAD? <table style="width: 100%;"> <tr> <td style="width: 80%;">1 - 2 YEARS</td> <td style="width: 20%; text-align: right;">0</td> </tr> <tr> <td>3 - 5 YEARS</td> <td style="text-align: right;">0</td> </tr> <tr> <td>6 - 10 YEARS</td> <td style="text-align: right;">48</td> </tr> <tr> <td>OVER 10 YEARS</td> <td style="text-align: right;">48</td> </tr> </table>	1 - 2 YEARS	0	3 - 5 YEARS	0	6 - 10 YEARS	48	OVER 10 YEARS	48	*ON-SITE CONSULTATIONS: <i>(This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.)</i>					
1 - 2 YEARS	0														
3 - 5 YEARS	0														
6 - 10 YEARS	48														
OVER 10 YEARS	48														

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY 9	LESS FREQUENTLY 0	SAME 35	NONE THIS YEAR 30
11	HOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".		GENERALLY SATISFIED	GENERALLY NOT SATISFIED	
	CONDUCTS WORKSHOPS		52	43	
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES		69	22	
	LOCATES AVAILABLE RESOURCE MATERIALS		65	30	
	ON-SITE CLASSROOM TRAINING		39	52	
	GIVES SUPPORT TO INDIVIDUAL CONCERNS		56	35	
	OFFERS SUPPORT IN PARENT INVOLVEMENT		78	17	
	ARRANGES USE OF PROFESSIONAL DAYS		52	39	
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN		69	22	
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS		61	35	
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS		61	35	
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	26	44	4	
	PARENT INVOLVEMENT	13	56	9	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	22	39	13	
	CHILD GROWTH AND DEVELOPMENT ISSUES	17	48	13	
	COMMUNITY RESOURCES	26	35	17	
	CURRICULUM DEVELOPMENT	22	39	17	
	CLASSROOM MANAGEMENT	22	39	17	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	17	48	9	
	MODEL/OPTION RELATED TRAINING	17	43	0	
	HELPING CHILDREN TAKE TESTS	30	30	13	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	22	35	13	
	LEARNING ABOUT COMMERCIAL MATERIALS	26	35	9	
	INDIVIDUALIZING INSTRUCTION	22	39	9	
	LEARNING DISABILITIES	30	26	9	
	SUSPECTED CHILD ABUSE AND NEGLECT	26	26	22	
	USING TEACHER CENTER FACILITIES	22	39	9	

13	INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.	
		YES
	SOCIAL BEHAVIORS	20
	PARENT INVOLVEMENT	22
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	35
	GROWTH AND DEVELOPMENT ISSUES	17
	COMMUNITY RESOURCES	13
	CLASSROOM MANAGEMENT	43
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	30
	MODEL/OPTION RELATED TRAINING	13
	HELPING CHILDREN TAKE TESTS	9
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	48
	LEARNING ABOUT COMMERCIAL MATERIALS	30
	INDIVIDUALIZING INSTRUCTION	39
	LEARNING DISABILITIES	17
	SUSPECTED CHILD ABUSE AND NEGLECT	22
	USING TEACHER CENTER FACILITIES	43

14 FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE FORM IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.

AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
SOCIAL BEHAVIORS	9	4	13	13
PARENT INVOLVEMENT	4	13	4	9
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	22	9	9	22
GROWTH AND DEVELOPMENT ISSUES	17	9	4	0
COMMUNITY RESOURCES	0	4	0	13
CLASSROOM MANAGEMENT	17	13	9	4
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	9	13	4	0
MODEL/OPTION RELATED TRAINING	4	4	0	4
HELPING CHILDREN TAKE TESTS	0	0	4	0
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	13	9	0	31
LEARNING ABOUT COMMERCIAL MATERIALS	9	4	4	17
INDIVIDUALIZING INSTRUCTION	9	4	9	13
LEARNING DISABILITIES	0	4	4	4
SUSPECTED CHILD ABUSE AND NEGLECT	0	0	0	9
USING TEACHER CENTER FACILITIES	17	0	9	17

GET SET DAY CARE
Aide
EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE
R2 (REV. 4/78)

LOG NUMBER
(1)

(OFFICE USE ONLY)

STATEMENT OF INTENT:

The purpose of this questionnaire is to continue documentation of the types, frequency, and perceived effectiveness of various staff development sessions across several early childhood programs.

The intent is to determine the range and extent of staff development available through the combined efforts of all personnel responsible for staff development (such as supervisory, resource, and support personnel) in each program.

Staff Development is considered to consist of all activities which lead to professional growth, including workshops, consultations, conferences, on-site visitations, meetings, newsletters, demonstrations, and informal discussions.

Please answer the following questions by circling the appropriate number following each question. You may enter comments on page 4.

We very much appreciate the time you are spending in completing this information.

BACKGROUND INFORMATION

2	INDICATE YOUR PROGRAM: BRIDGE CHILD CARE DURHAM INFANT TODDLER FOLLOW THROUGH FOLLOW THROUGH EXPANSION GET SET DAY CARE IMPACT AID PRE-K HEAD START PARENT CO-OP NURSERIES PRIMARY SKILLS REGULAR KINDERGARTEN	5	COUNTING THIS YEAR, HOW LONG HAVE YOU BEEN WITH YOUR PRESENT PROGRAM? <table style="width: 100%;"> <tr> <td>1 - 2 YEARS</td> <td style="text-align: right;">6</td> </tr> <tr> <td>3 - 5 YEARS</td> <td style="text-align: right;">10</td> </tr> <tr> <td>6 - 10 YEARS</td> <td style="text-align: right;">44</td> </tr> <tr> <td>OVER 10 YEARS</td> <td style="text-align: right;">39</td> </tr> </table>	1 - 2 YEARS	6	3 - 5 YEARS	10	6 - 10 YEARS	44	OVER 10 YEARS	39
1 - 2 YEARS	6										
3 - 5 YEARS	10										
6 - 10 YEARS	44										
OVER 10 YEARS	39										
		6	INDICATE YOUR PRESENT POSITION: TEACHER ASSISTANT TEACHER AIDE								
			<table style="width: 100%; text-align: center;"> <tr> <td></td> <td>1-5</td> <td>6-10</td> <td>OVER 10</td> <td>NONE</td> </tr> </table>		1-5	6-10	OVER 10	NONE			
	1-5	6-10	OVER 10	NONE							
3	CIRCLE THE MODEL/OPTION UTILIZED IN YOUR SCHOOL/CENTER BANK STREET BEHAVIOR ANALYSIS BILINGUAL BICULTURAL EDC MONTESSORI OPEN CLASSROOM PARENT IMPLEMENTED PHILADELPHIA PROCESS RESPONSIVE LEARNING OPTION 1 OPTION 2 OPTION 3 OPTION 4 NOT APPLICABLE	7	HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR? <table style="width: 100%; text-align: center;"> <tr> <td>60</td> <td>6</td> <td>8</td> <td>22</td> </tr> </table>	60	6	8	22				
60	6	8	22								
		8	HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT? <table style="width: 100%; text-align: center;"> <tr> <td>46</td> <td>6</td> <td>8</td> <td>27</td> </tr> </table>	46	6	8	27				
46	6	8	27								
		9	HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR?* (SEE DEFINITION BELOW) <table style="width: 100%; text-align: center;"> <tr> <td>35</td> <td>17</td> <td>27</td> <td>14</td> </tr> </table>	35	17	27	14				
35	17	27	14								
4	COUNTING THIS YEAR, HOW MUCH EARLY CHILDHOOD (PRESCHOOL THROUGH GRADE 4) CLASSROOM OR CENTER EXPERIENCE HAVE YOU HAD? <table style="width: 100%;"> <tr> <td>1 - 2 YEARS</td> <td style="text-align: right;">9</td> </tr> <tr> <td>3 - 5 YEARS</td> <td style="text-align: right;">12</td> </tr> <tr> <td>6 - 10 YEARS</td> <td style="text-align: right;">48</td> </tr> <tr> <td>OVER 10 YEARS</td> <td style="text-align: right;">35</td> </tr> </table>	1 - 2 YEARS	9	3 - 5 YEARS	12	6 - 10 YEARS	48	OVER 10 YEARS	35	*ON-SITE CONSULTATIONS: (This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.)	
1 - 2 YEARS	9										
3 - 5 YEARS	12										
6 - 10 YEARS	48										
OVER 10 YEARS	35										

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY	LESS FREQUENTLY	SAME	NONE THIS YEAR
		19	27	8	42
11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".		GENERALLY SATISFIED	GENERALLY NOT SATISFIED	
	CONDUCTS WORKSHOPS		50	38	
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES		62	27	
	LOCATES AVAILABLE RESOURCE MATERIALS		67	23	
	ON-SITE CLASSROOM TRAINING		60	29	
	GIVES SUPPORT TO INDIVIDUAL CONCERNS		75	23	
	OFFERS SUPPORT IN PARENT INVOLVEMENT		79	13	
	ARRANGES USE OF PROFESSIONAL DAYS		62	22	
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN		77	17	
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS		62	31	
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS		73	22	
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	8	60	25	
	PARENT INVOLVEMENT	14	67	14	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	12	48	33	
	CHILD GROWTH AND DEVELOPMENT ISSUES	6	54	25	
	COMMUNITY RESOURCES	19	54	15	
	CURRICULUM DEVELOPMENT	13	61	15	
	CLASSROOM MANAGEMENT	10	50	31	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	12	44	31	
	MODEL/OPTION RELATED TRAINING	17	54	14	
	HELPING CHILDREN TAKE TESTS	10	46	29	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	10	42	35	
	LEARNING ABOUT COMMERCIAL MATERIALS	17	50	19	
	INDIVIDUALIZING INSTRUCTION	10	58	25	
	LEARNING DISABILITIES	27	48	14	
	SUSPECTED CHILD ABUSE AND NEGLECT	33	36	14	
	USING TEACHER CENTER FACILITIES	15	54	17	

13	INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.	YES
	SOCIAL BEHAVIORS	46
	PARENT INVOLVEMENT	43
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	50
	GROWTH AND DEVELOPMENT ISSUES	33
	COMMUNITY RESOURCES	38
	CLASSROOM MANAGEMENT	36
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	29
	MODEL/OPTION RELATED TRAINING	40
	HELPING CHILDREN TAKE TESTS	42
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	27
	LEARNING ABOUT COMMERCIAL MATERIALS	29
	INDIVIDUALIZING INSTRUCTION	40
	LEARNING DISABILITIES	35
	SUSPECTED CHILD ABUSE AND NEGLECT	41
	USING TEACHER CENTER FACILITIES	

14 FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE FORM IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.

AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
SOCIAL BEHAVIORS	8	11	15	17
PARENT INVOLVEMENT	6	6	9	9
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	6	8	15	21
GROWTH AND DEVELOPMENT ISSUES	2	4	9	15
COMMUNITY RESOURCES	2	4	2	4
CLASSROOM MANAGEMENT	2	6	10	4
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	0	10	8	4
MODEL/OPTION RELATED TRAINING	6	2	2	4
HELPING CHILDREN TAKE TESTS	2	6	10	8
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	8	4	8	22
LEARNING ABOUT COMMERCIAL MATERIALS	4	0	2	8
INDIVIDUALIZING INSTRUCTION	2	4	6	4
LEARNING DISABILITIES	6	4	2	12
SUSPECTED CHILD ABUSE AND NEGLECT	4	4	2	10
USING TEACHER CENTER FACILITIES	2	6	0	6

APPENDIX G

IMPACT AID

This analysis is based on four questionnaires returned by Impact Aid staff (teachers (3), aides (1)). All had at least three years of pre-school through grade 4 classroom experience, and all appropriately indicated that this was their first year in the program.

Attendance In Staff Development Sessions

The teachers (3) indicated that they had at least one school district--sponsored workshop this year. The aide reported receiving no workshops. Over ten on-site consultations were had by the teachers; two of whom also indicated that they had more frequent on-site assistance this year than in the previous year.

Satisfaction With Supervisory Support

All reported being generally satisfied with services provided by supervisors. Only one indicated dissatisfaction -- in "arranging use of professional days" and "giving support in concerns about individual children."

Impact Of Staff Development On Classroom Practices

The three areas of staff development which were indicated by respondents (2) as resulting in greater classroom effectiveness were: "making effective use of your physical space"; "helping children take tests"; and "learning disabilities." All four respondents reported that staff development in "community resources"; "model/option related training"; and "individualizing instruction," resulted in little change in classroom effectiveness.

Future Staff Development

Only four areas were selected for non-reimbursed staff development participation. They were: "using the creative arts" (selected by 3); "learning about commercial materials" (selected by 2); "making effective use of physical space" (selected by 1); and "improving the basics" (selected by 1). "Parent involvement"; "improving the basics"; "creative arts"; "individualizing instruction"; and "using teacher center facilities" were selected as topics for future staff development by at least two of the four respondents.

IMPACT AID

EARLY CHILDHOOD EVALUATION UNIT STAFF DEVELOPMENT QUESTIONNAIRE R3 (REV. 4/78)

LOG NUMBER (1)

(USE ONLY)

STATEMENT OF INTENT:

The purpose of this questionnaire is to continue documentation of the types, frequency, and perceived effectiveness of various staff development sessions across several early childhood programs.

The intent is to determine the range and extent of staff development available through the combined efforts of all personnel responsible for staff development (such as supervisory, resource, and support personnel) in each program.

Staff Development is considered to consist of all activities which lead to professional growth, including workshops, consultations, conferences, on-site visitations, meetings, newsletters, demonstrations, and informal discussions.

Please answer the following questions by circling the appropriate number following each question. You may enter comments on page 4.

We very much appreciate the time you are spending in completing this information.

BACKGROUND INFORMATION

2 INDICATE YOUR PROGRAM: BRIDGE CHILD CARE DURHAM INFANT TODDLER FOLLOW THROUGH FOLLOW THROUGH EXPANSION GET SET DAY CARE IMPACT AID PRE-K HEAD START PARENT CO-OP NURSERIES PRIMARY SKILLS REGULAR KINDERGARTEN	5 COUNTING THIS YEAR, HOW LONG HAVE YOU BEEN WITH YOUR PRESENT PROGRAM? <table border="1"> <tr> <td>1 - 2 YEARS</td> <td>4</td> </tr> <tr> <td>3 - 5 YEARS</td> <td>0</td> </tr> <tr> <td>6 - 10 YEARS</td> <td>0</td> </tr> <tr> <td>OVER 10 YEARS</td> <td>0</td> </tr> </table>	1 - 2 YEARS	4	3 - 5 YEARS	0	6 - 10 YEARS	0	OVER 10 YEARS	0												
1 - 2 YEARS	4																				
3 - 5 YEARS	0																				
6 - 10 YEARS	0																				
OVER 10 YEARS	0																				
3 CIRCLE THE MODEL OPTION UTILIZED IN YOUR SCHOOL/CENTER BANK STREET BEHAVIOR ANALYSIS BILINGUAL BICULTURAL EDC MONTESSORI OPEN CLASSROOM PARENT IMPLEMENTED PHILADELPHIA PROCESS RESPONSIVE LEARNING OPTION 1 OPTION 2 OPTION 3 OPTION 4 NOT APPLICABLE	6 INDICATE YOUR PRESENT POSITION: <table border="1"> <tr> <td>TEACHER</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>ASSISTANT TEACHER</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>AIDE</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>1-5</td> <td>6-10</td> <td>OVER 10</td> <td>NONE</td> </tr> </table> 7 HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR? 3 0 0 1 8 HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT? 3 0 0 1 9 HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR? (SEE DEFINITION BELOW) 1 0 3 0	TEACHER					ASSISTANT TEACHER					AIDE						1-5	6-10	OVER 10	NONE
TEACHER																					
ASSISTANT TEACHER																					
AIDE																					
	1-5	6-10	OVER 10	NONE																	
4 COUNTING THIS YEAR, HOW MUCH EARLY CHILDHOOD (PRESCHOOL THROUGH GRADE 4) CLASSROOM OR CENTER EXPERIENCE HAVE YOU HAD? <table border="1"> <tr> <td>1 - 2 YEARS</td> <td>0</td> </tr> <tr> <td>3 - 5 YEARS</td> <td>1</td> </tr> <tr> <td>6 - 10 YEARS</td> <td>2</td> </tr> <tr> <td>OVER 10 YEARS</td> <td>1</td> </tr> </table>	1 - 2 YEARS	0	3 - 5 YEARS	1	6 - 10 YEARS	2	OVER 10 YEARS	1	*ON-SITE CONSULTATIONS: (This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.)												
1 - 2 YEARS	0																				
3 - 5 YEARS	1																				
6 - 10 YEARS	2																				
OVER 10 YEARS	1																				

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY 2	LESS FREQUENTLY 0	SAME 1	NONE THIS YEAR 0
11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".		GENERALLY SATISFIED		GENERALLY NOT SATISFIED
	CONDUCTS WORKSHOPS		4		0
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES		4		0
	LOCATES AVAILABLE RESOURCE MATERIALS		4		0
	ON-SITE CLASSROOM TRAINING		4		0
	GIVES SUPPORT TO INDIVIDUAL CONCERNS		4		0
	OFFERS SUPPORT IN PARENT INVOLVEMENT		4		0
	ARRANGES USE OF PROFESSIONAL DAYS		3		1
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN		3		1
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS		4		0
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS		4		0
			1		0
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	1	3	0	
	PARENT INVOLVEMENT	1	3	0	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	2	2	0	
	CHILD GROWTH AND DEVELOPMENT ISSUES	2	2	0	
	COMMUNITY RESOURCES	4	0	0	
	CURRICULUM DEVELOPMENT	1	3	0	
	CLASSROOM MANAGEMENT	3	1	0	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	1	1	2	
	MODEL/OPTION RELATED TRAINING	4	0	0	
	HELPING CHILDREN TAKE TESTS	2	0	2	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	2	2	0	
	LEARNING ABOUT COMMERCIAL MATERIALS	0	4	0	
	INDIVIDUALIZING INSTRUCTION	4	0	0	
	LEARNING DISABILITIES	2	0	2	
	SUSPECTED CHILD ABUSE AND NEGLECT	2	2	0	
	USING TEACHER CENTER FACILITIES	2	2	0	

13 INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.

	YES
SOCIAL BEHAVIORS	0
PARENT INVOLVEMENT	0
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	3
GROWTH AND DEVELOPMENT ISSUES	0
COMMUNITY RESOURCES	0
CLASSROOM MANAGEMENT	0
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	1
MODEL/OPTION RELATED TRAINING	0
HELPING CHILDREN TAKE TESTS	0
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	1
LEARNING ABOUT COMMERCIAL MATERIALS	2
INDIVIDUALIZING INSTRUCTION	0
LEARNING DISABILITIES	0
SUSPECTED CHILD ABUSE AND NEGLECT	0
USING TEACHER CENTER FACILITIES	0

14 FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE FORM IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.

AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
SOCIAL BEHAVIORS	0	0	0	0
PARENT INVOLVEMENT	0	0	2	0
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	0	0	0	3
GROWTH AND DEVELOPMENT ISSUES	0	0	0	0
COMMUNITY RESOURCES	0	0	0	1
CLASSROOM MANAGEMENT	0	0	0	1
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	0	1	0	0
MODEL/OPTION RELATED TRAINING	0	0	0	0
HELPING CHILDREN TAKE TESTS	0	0	0	0
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	0	0	0	3
LEARNING ABOUT COMMERCIAL MATERIALS	0	0	0	1
INDIVIDUALIZING INSTRUCTION	0	0	0	2
LEARNING DISABILITIES	0	0	2	1
SUSPECTED CHILD ABUSE AND NEGLECT	0	0	0	1
USING TEACHER CENTER FACILITIES	0	0	0	2

APPENDIX H

PREKINDERGARTEN HEAD START

This analysis is based on returns from 28 teachers and 17 aides (approximately 54% of the total teaching staff and 33% of the aides). The greatest number of respondents (12) worked with the Behavior Analysis instructional model.

Experience

Over ninety percent indicated having had at least three years of early childhood experience (teachers 93%, aides 100%), and the majority had been with the Head Start Program three years or more (teachers 56%, aides 100%).

Amount Of Supervisory Support

Staff development workshops were attended by 85% of the staff. Approximately 80% of those workshops were provided by the School District of Philadelphia. A major finding in last year's staff development data (for all early childhood programs) was the request for more staff development particularly on-site assistance. To assess if that request had been considered by supervisors in providing staff development this year, the staff was asked if they received more on-site assistance than last year. An average of 18% of the staff indicated "more frequently" (teachers 14%, aides 23%). Thirty percent responded that they had received staff development "less frequently" (teachers 25%, aides 41%). Thirty percent also reported that the "same amount" was given (teachers 32%, aides 29%). An additional question concerning on-site consultations¹ reveals over ninety percent of the staff received on-site consultative support (teachers 90%, aides 95%).

¹On-site consultations were defined to include all meetings, conferences, planning sessions, and discussions, as well as informal communications with supervisory personnel.

Satisfaction With Supervisory Support

The teaching staff was asked to report their satisfaction with ten services provided by the supervisory personnel (see Appendix H-8). Their responses indicate that they were generally satisfied with the following services: "support given in working out concerns about individual children" (approximately 80%), and "support given in parent involvement" (teachers 65%, aides 75%). The teachers reported that they were generally not satisfied with regard to "on-site classroom training" (67%), and "locating available resource materials" (57%). The classroom aides were basically satisfied with all supervisory service.

Impact Of Staff Development On Classroom Practices

The questionnaire also sought to determine the extent to which teachers and aides reported that this year's staff development resulted in greater effectiveness in the classroom. Based on collective responses, the two areas which they felt provided the greatest impact on classroom effectiveness were "improving the basics," and "suspected child abuse/neglect." A closer examination revealed differences in staff opinion. Teachers felt that staff development in "using teacher center facilities," and "child growth and development issues", also had an impact. The aides, additionally felt that staff development in "helping children take tests" resulted in greater change in classroom effectiveness. As Head Start is a prekindergarten program, and no formal "school testing" actually occurs, it is assumed that the aides are referring to the employment of the DBC (Developmental Behavior Checklist) in Head Start centers¹.

¹The DBC is utilized to assess the developmental status of the child. This is discussed further under the educational component of the PKHS report.

The areas which appear to have provided little change in classroom effectiveness were "learning about commercial materials" (teachers 85%), and "social behavior" (aides 52%).

Non-reimbursed Participation

Approximately half of the teachers (57%) and aides (47%), expressed a willingness to attend staff development sessions without reimbursement in the area of "using the Creative Arts for curriculum enrichment." The majority (65%) of the aides further selected "learning disabilities," and "classroom management" as choices. Very few (less than five) of either the teachers or aides reported being willing to participate without reimbursement in staff development to "learn about commercial materials."

Future Staff Development

To determine what areas of staff development, teachers and aides preferred for the future, they were asked to select five (of fifteen listed). Based on the highest percentages, the five areas selected by teachers were: "learning disabilities"; "improving the basics"; "creative arts"; "using teacher center facilities"; and "model related training."

The aides selected "social behaviors"; "improving the basics"; "learning disabilities"; "effective use of physical space"; and "creative arts."

Staff Development in Prekindergarten Head Start: Instructional Coordinators

Completed by the instructional coordinators, responses indicate that staff development in 1977-78 was built into the school day, with over 80% of the supervisor's time being spent in direct contact with teachers. The supervisors were responsible for 6-15 centers (with approximately two classrooms/center), and in the 1977-78 school year, visited and worked with each teacher

a minimum of twenty-five times. They report that the areas where the greatest amount of times was spent were: "informing staff of program information, decisions and procedures"; "giving support in solving classroom management problems"; and "giving support to individual concerns." Supervisors' activities emphasized half of the fifteen areas listed on the questionnaire (Appendix A) and included "human relations," "parent involvement," and model related training." The two areas receiving the least emphasis were "selecting and using commercial materials," and "using teacher center facilities."

The five areas selected for future consideration by supervisors were: "social behaviors"; "growth/development issues"; "classroom management"; "individualizing instruction"; and "suspect child abuse/neglect." These areas (with the exception of suspected child abuse/neglect) appear to coincide with areas which received the greatest time and emphasis this year.

Conclusion

Like last year's data, material reported in this report represents the responses of approximately half of the teaching staff, and a third of the aides. Although results should be cautiously interpreted, the following conclusions regarding staff development can be drawn.

Cumulative material indicated that the major source for staff development for both teachers and aides were sessions sponsored by the school district. Supervisors most frequently provided on-site consultation, but little on-site assistance.

The majority of teachers and aides were satisfied with supervisory services, particularly as regarding concerns about the children and parent involvement. They were less than satisfied with the frequency of on-site assistance.

Both teachers and aides felt that the area of child abuse and neglect had a great impact on classroom effectiveness. They also reported that "learning about commercial materials" was not an area to be emphasized.

Teachers viewed learning disabilities, improving the basics, creative arts, using teacher center facilities and model related training as priority areas for future staff development. Aides selected social behaviors, creative arts and effective use of physical space. Perhaps the supervisors, in order to more effectively serve each group, should consider their different priorities.

The data suggest that a single mode of providing staff development could not accommodate all concerned, but certain areas could be developed into a unified program.

Response Comparison

Joint consideration of supervisor and staff responses about staff development this year reveals some similarity, although the general picture indicates that the staff's perception of what was received for staff development differs from what supervisors report emphasizing or spending a great deal of time in.

Supervisors report giving more on-site assistance this year, than in the previous year, when less than 20% of the staff report receiving more. The staff indicated that they were generally satisfied with supervisory activity in the areas the supervisors did not spend a great amount of time in. The supervisors did, however, report emphasizing most of those areas in their activities this year.

The 1976-77 data is similar to the 1977-78 data. Results are consistent with regard to little on-site consultations (as given by supervisors and received by staff). Supervisors and staff show continued concern about parent involvement and individual children, as based on reports about service satisfaction and emphasized activity. It was felt in both years, that staff development on child abuse and neglect had an impact on classroom effectiveness. Although this area was not selected last year as a preference for future staff development, this year's data indicates that it was emphasized by supervisors and satisfactorily received by staff.

**PREKINDERGARTEN HEAD START
TEACHER
EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE
R3 (REV. 4/78)**

LOG NUMBER
(1)

(OFFICE USE ONLY)

STATEMENT OF INTENT:

The purpose of this questionnaire is to continue documentation of the types, frequency, and perceived effectiveness of various staff development sessions across several early childhood programs.

The intent is to determine the range and extent of staff development available through the combined efforts of all personnel responsible for staff development (such as supervisory, resource, and support personnel) in each program.

Staff Development is considered to consist of all activities which lead to professional growth, including workshops, consultations, conferences, on-site visitations, meetings, newsletters, demonstrations, and informal discussions.

Please answer the following questions by circling the appropriate number following each question. You may enter comments on page 4.

We very much appreciate the time you are spending in completing this information.

BACKGROUND INFORMATION

2	INDICATE YOUR PROGRAM:	5	COUNTING THIS YEAR, HOW LONG HAVE YOU BEEN WITH YOUR PRESENT PROGRAM?												
	BRIDGE CHILD CARE DURHAM INFANT TODDLER FOLLOW THROUGH FOLLOW THROUGH EXPANSION GET SET DAY CARE IMPACT AID PRE-K HEAD START PARENT CO-OP NURSERIES PRIMARY SKILLS REGULAR KINDERGARTEN		<table border="1"> <tr> <td>1 - 2 YEARS</td> <td align="right">39</td> </tr> <tr> <td>3 - 5 YEARS</td> <td align="right">39</td> </tr> <tr> <td>6 - 10 YEARS</td> <td align="right">18</td> </tr> <tr> <td>OVER 10 YEARS</td> <td align="right">0</td> </tr> </table>					1 - 2 YEARS	39	3 - 5 YEARS	39	6 - 10 YEARS	18	OVER 10 YEARS	0
1 - 2 YEARS	39														
3 - 5 YEARS	39														
6 - 10 YEARS	18														
OVER 10 YEARS	0														
		6	INDICATE YOUR PRESENT POSITION:												
			TEACHER ASSISTANT TEACHER AIDE												
				1-5	6-10	OVER 10	NONE								
3	CIRCLE THE MODEL/OPTION UTILIZED IN YOUR SCHOOL/CENTER	7	HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR?												
	BANK STREET BEHAVIOR ANALYSIS BILINGUAL BICULTURAL EDC MONTESSORI OPEN CLASSROOM PARENT IMPLEMENTED PHILADELPHIA PROCESS RESPONSIVE LEARNING OPTION 1 OPTION 2 OPTION 3 OPTION 4 NOT APPLICABLE		57	25	4	7									
		8	HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT?												
			43	29	4	18									
		9	HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR? (SEE DEFINITION BELOW)												
			39	32	21	0									
4	COUNTING THIS YEAR, HOW MUCH EARLY CHILDHOOD (PRESCHOOL THROUGH GRADE 4) CLASSROOM OR CENTER EXPERIENCE HAVE YOU HAD?														
	<table border="1"> <tr> <td>1 - 2 YEARS</td> <td align="right">10</td> </tr> <tr> <td>3 - 5 YEARS</td> <td align="right">54</td> </tr> <tr> <td>6 - 10 YEARS</td> <td align="right">32</td> </tr> <tr> <td>OVER 10 YEARS</td> <td align="right">3</td> </tr> </table>	1 - 2 YEARS	10	3 - 5 YEARS	54	6 - 10 YEARS	32	OVER 10 YEARS	3						
1 - 2 YEARS	10														
3 - 5 YEARS	54														
6 - 10 YEARS	32														
OVER 10 YEARS	3														

*ON-SITE CONSULTATIONS: (This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.)

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY 14	LESS FREQUENTLY 25	SAME 32	NONE THIS YEAR 25
11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".		GENERALLY SATISFIED	GENERALLY NOT SATISFIED	
	CONDUCTS WORKSHOPS		60	25	
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES		60	32	
	LOCATES AVAILABLE RESOURCE MATERIALS		30	57	
	ON-SITE CLASSROOM TRAINING		29	67	
	GIVES SUPPORT TO INDIVIDUAL CONCERNS		57	36	
	OFFERS SUPPORT IN PARENT INVOLVEMENT		64	28	
	ARRANGES USE OF PROFESSIONAL DAYS		43	43	
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN		86	10	
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS		46	46	
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS		61	40	
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	60	32	7	
	PARENT INVOLVEMENT	46	42	7	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	75	17	7	
	CHILD GROWTH AND DEVELOPMENT ISSUES	32	50	14	
	COMMUNITY RESOURCES	57	21	14	
	CURRICULUM DEVELOPMENT	57	39	0	
	CLASSROOM MANAGEMENT	64	32	0	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	60	21	10	
	MODEL/OPTION RELATED TRAINING	67	21	4	
	HELPING CHILDREN TAKE TESTS	78	21	0	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	64	25	10	
	LEARNING ABOUT COMMERCIAL MATERIALS	85	7	3	
	INDIVIDUALIZING INSTRUCTION	57	28	10	
	LEARNING DISABILITIES	35	43	14	
	SUSPECTED CHILD ABUSE AND NEGLECT	50	32	14	
	USING TEACHER CENTER FACILITIES	53	28	14	

13	INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.	YES
	SOCIAL BEHAVIORS	21
	PARENT INVOLVEMENT	25
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	57
	GROWTH AND DEVELOPMENT ISSUES	21
	COMMUNITY RESOURCES	28
	CLASSROOM MANAGEMENT	39
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	28
	MODEL/OPTION RELATED TRAINING	28
	HELPING CHILDREN TAKE TESTS	14
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	36
	LEARNING ABOUT COMMERCIAL MATERIALS	14
	INDIVIDUALIZING INSTRUCTION	29
	LEARNING DISABILITIES	32
	SUSPECTED CHILD ABUSE AND NEGLECT	21
	USING TEACHER CENTER FACILITIES	43

14 FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE FORM IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.

AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
SOCIAL BEHAVIORS	7	14	7	3
PARENT INVOLVEMENT	0	7	10	10
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	7	0	3	13
GROWTH AND DEVELOPMENT ISSUES	4	7	0	14
COMMUNITY RESOURCES	0	10	7	10
CLASSROOM MANAGEMENT	10	4	18	4
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	0	18	7	0
MODEL/OPTION RELATED TRAINING	4	7	14	7
HELPING CHILDREN TAKE TESTS	4	0	10	0
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	0	0	28	21
LEARNING ABOUT COMMERCIAL MATERIALS	4	0	4	7
INDIVIDUALIZING INSTRUCTION	4	10	10	7
LEARNING DISABILITIES	4	18	15	29
SUSPECTED CHILD ABUSE AND NEGLECT	0	4	10	7
USING TEACHER CENTER FACILITIES	7	0	4	28

PREKINDERGARTEN HEAD START

AIDE

EARLY CHILDHOOD EVALUATION UNIT

STAFF DEVELOPMENT QUESTIONNAIRE

PI (REV. 4/79)

LOG NUMBER
(1)

(OFFICE USE ONLY)

STATEMENT OF INTENT:

The purpose of this questionnaire is to continue documentation of the types, frequency, and perceived effectiveness of various staff development sessions across several early childhood programs.

The intent is to determine the range and extent of staff development available through the combined efforts of all personnel responsible for staff development (such as supervisory, resource, and support personnel) in each program.

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Please answer the following questions by circling the appropriate number following each question. You may enter comments on page 4.

We very much appreciate the time you are spending in completing this information.

BACKGROUND INFORMATION

2 INDICATE YOUR PROGRAM: BRIDGE CHILD CARE DURHAM INFANT TODDLER FOLLOW THROUGH FOLLOW THROUGH EXPANSION GET SET DAY CARE IMPACT AID PRE-K HEAD START PARENT CO-OP NURSERIES PRIMARY SKILLS REGULAR KINDERGARTEN	5 COUNTING THIS YEAR, HOW LONG HAVE YOU BEEN WITH YOUR PRESENT PROGRAM? <table border="1"> <tr> <td>1 - 2 YEARS</td> <td>0</td> </tr> <tr> <td>3 - 5 YEARS</td> <td>24</td> </tr> <tr> <td>6 - 10 YEARS</td> <td>76</td> </tr> <tr> <td>OVER 10 YEARS</td> <td>0</td> </tr> </table>	1 - 2 YEARS	0	3 - 5 YEARS	24	6 - 10 YEARS	76	OVER 10 YEARS	0												
1 - 2 YEARS	0																				
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6 - 10 YEARS	76																				
OVER 10 YEARS	0																				
3 CIRCLE THE MODEL/OPTION UTILIZED IN YOUR SCHOOL/CENTER BANK STREET BEHAVIOR ANALYSIS BILINGUAL BICULTURAL EDC MONTESSORI OPEN CLASSROOM PARENT IMPLEMENTED PHILADELPHIA PROCESS RESPONSIVE LEARNING OPTION 1 OPTION 2 OPTION 3 OPTION 4 NOT APPLICABLE	6 INDICATE YOUR PRESENT POSITION: TEACHER ASSISTANT TEACHER AIDE <table border="1"> <thead> <tr> <th></th> <th>1-5</th> <th>6-10</th> <th>OVER 10</th> <th>NONE</th> </tr> </thead> <tbody> <tr> <td>7 HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR?</td> <td>71</td> <td>12</td> <td>6</td> <td>12</td> </tr> <tr> <td>8 HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT?</td> <td>65</td> <td>12</td> <td>6</td> <td>12</td> </tr> <tr> <td>9 HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR? (SEE DEFINITION BELOW)</td> <td>35</td> <td>29</td> <td>29</td> <td>0</td> </tr> </tbody> </table>		1-5	6-10	OVER 10	NONE	7 HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR?	71	12	6	12	8 HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT?	65	12	6	12	9 HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR? (SEE DEFINITION BELOW)	35	29	29	0
	1-5	6-10	OVER 10	NONE																	
7 HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR?	71	12	6	12																	
8 HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT?	65	12	6	12																	
9 HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR? (SEE DEFINITION BELOW)	35	29	29	0																	
4 COUNTING THIS YEAR, HOW MUCH EARLY CHILDHOOD (PRESCHOOL THROUGH GRADE 4) CLASSROOM OR CENTER EXPERIENCE HAVE YOU HAD? <table border="1"> <tr> <td>1 - 2 YEARS</td> <td>0</td> </tr> <tr> <td>3 - 5 YEARS</td> <td>23</td> </tr> <tr> <td>6 - 10 YEARS</td> <td>71</td> </tr> <tr> <td>OVER 10 YEARS</td> <td>6</td> </tr> </table>	1 - 2 YEARS	0	3 - 5 YEARS	23	6 - 10 YEARS	71	OVER 10 YEARS	6	*ON-SITE CONSULTATIONS: (This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.)												
1 - 2 YEARS	0																				
3 - 5 YEARS	23																				
6 - 10 YEARS	71																				
OVER 10 YEARS	6																				

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY 23	LESS FREQUENTLY 41	SAME 29	NONE THIS YEAR 6
11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".		GENERALLY SATISFIED	GENERALLY NOT SATISFIED	
	CONDUCTS WORKSHOPS		65	17	
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES		65	29	
	LOCATES AVAILABLE RESOURCE MATERIALS		65	29	
	ON-SITE CLASSROOM TRAINING		65	29	
	GIVES SUPPORT TO INDIVIDUAL CONCERNS		70	23	
	OFFERS SUPPORT IN PARENT INVOLVEMENT		76	18	
	ARRANGES USE OF PROFESSIONAL DAYS		59	18	
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN		82	12	
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS		65	29	
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS		65	29	
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	52	23	11	
	PARENT INVOLVEMENT	35	52	12	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	35	41	17	
	CHILD GROWTH AND DEVELOPMENT ISSUES	24	71	6	
	COMMUNITY RESOURCES	29	41	12	
	CURRICULUM DEVELOPMENT	35	53	0	
	CLASSROOM MANAGEMENT	47	35	3	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	35	29	29	
	MODEL/OPTION RELATED TRAINING	41	41	11	
	HELPING CHILDREN TAKE TESTS	29	29	35	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	35	29	35	
	LEARNING ABOUT COMMERCIAL MATERIALS	47	23	23	
	INDIVIDUALIZING INSTRUCTION	41	29	23	
	LEARNING DISABILITIES	29	53	12	
	SUSPECTED CHILD ABUSE AND NEGLECT	29	41	29	
	USING TEACHER CENTER FACILITIES	47	23	23	

13	INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.				
					YES
	SOCIAL BEHAVIORS				41
	PARENT INVOLVEMENT				35
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM				47
	GROWTH AND DEVELOPMENT ISSUES				41
	COMMUNITY RESOURCES				21
	CLASSROOM MANAGEMENT				60
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE				41
	MODEL/OPTION RELATED TRAINING				29
	HELPING CHILDREN TAKE TESTS				47
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS				41
	LEARNING ABOUT COMMERCIAL MATERIALS				17
	INDIVIDUALIZING INSTRUCTION				35
	LEARNING DISABILITIES				65
	SUSPECTED CHILD ABUSE AND NEGLECT				47
	USING TEACHER CENTER FACILITIES				29
14	FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE FORM IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.				
	AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
	SOCIAL BEHAVIORS	12	17	6	29
	PARENT INVOLVEMENT	11	11	0	18
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	6	0	12	18
	GROWTH AND DEVELOPMENT ISSUES	23	0	6	12
	COMMUNITY RESOURCES	0	0	0	12
	CLASSROOM MANAGEMENT	6	12	0	7
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	6	18	6	6
	MODEL/OPTION RELATED TRAINING	6	0	0	12
	HELPING CHILDREN TAKE TESTS	12	0	0	6
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	12	18	6	12
	LEARNING ABOUT COMMERCIAL MATERIALS	0	0	0	12
	INDIVIDUALIZING INSTRUCTION	12	12	6	0
	LEARNING DISABILITIES	18	23	0	29
	SUSPECTED CHILD ABUSE AND NEGLECT	23	0	0	18
	USING TEACHER CENTER FACILITIES	0	0	0	0

APPENDIX I

PARENT COOPERATIVE NURSERY (PCN)

This analysis is based on the return of fifteen questionnaires (2/3 of the total staff).

Amount of Experience/Staff Development Attendance

All respondents had over three years early childhood experience. Sixty-two percent had that same amount of experience with the PCN program. Over 80% of the staff attended staff development workshops this year, the majority (80%) of which were provided by the school district. Over half (56%) had over ten on-site consultations this year. A large number indicated that the number of on-site demonstrations provided this year were the same as last year.

Satisfaction With Supervisory Support

The overwhelming majority of the teachers were satisfied with the ten services listed as provided by supervisors. The areas where respondents indicated some dissatisfaction were "on-site classroom training"; "sharing program information, decisions and procedures"; and "support given in parent involvement."

Impact of Staff Development On Classroom Practices

A third of the teachers felt that staff development in "parent involvement," and "using teacher center facilities" resulted in greater classroom effectiveness. The areas chosen by almost two-thirds of the teachers as having little impact were: "making effective use of physical space" and "suspected child abuse and neglect." "Parent involvement" was the area selected by the majority (69%) for non-reimbursed staff development.

Future Staff Development

The staff was asked to select (of fifteen areas listed) areas of staff development as preferred future topics. The topics selected were: "parent involvement"; "creative arts"; "improving the basics"; and "social behaviors"; and "growth/development."

Conclusion

The major source of workshops for the Parent Cooperative Nursery Program was the school district. All of the staff attended workshops this year. Over half also had on-site consultations and assistance. As a group, teachers appeared to be very satisfied with services provided by supervisors.

The great emphasis on involving parents in everyday activities was reinforced in three ways. Teachers selected parent involvement as the major staff development area which resulted in greater classroom effectiveness this year; they selected it as the area they would be willing to participate in staff development without reimbursement; and it was preferred by a majority for future staff development.

Response Comparison

In the year 1977-78 responses regarding staff development in the PCN Program are almost identical to those reported in 1976-77. The majority of the staff continued to attend workshops; be provided with numerous on-site consultations and receive some on-site assistance during each school year.

Apparently, supervisors did consider teacher requests regarding topic preferences made last year. Several of the areas identified this year as effective on classroom practices were selected last year for future staff development.

EARLY CHILDHOOD EVALUATION UNIT
STATE DEVELOPMENT QUESTIONNAIRE

100

(OFFICE USE ONLY)

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Staff Development is considered to consist of all activities which lead to professional growth, including workshops, consultations, conferences, on-site visitations, meetings, newsletters, demonstrations, and informal discussions.

Please answer the following questions by circling the appropriate number following each question. You may enter comments on page 4.

We very much appreciate the time you are spending in completing this information.

BACKGROUND INFORMATION

2	INDICATE YOUR PROGRAM:	COUNTING THIS YEAR, HOW LONG HAVE YOU BEEN WITH YOUR PRESENT PROGRAM?				
	BRIDGE	1 - 2 YEARS 25				
	CHILD CARE	3 - 5 YEARS 31				
	DURHAM INFANT TODDLER	6 - 10 YEARS 19				
	FOLLOW THROUGH	OVER 10 YEARS 12				
	FOLLOW THROUGH EXPANSION					
	GET SET DAY CARE					
	IMPACT AID					
	PRE-K HEAD START					
	PARENT CO-OP NURSERIES					
	PRIMARY SKILLS					
	REGULAR KINDERGARTEN					
3	CIRCLE THE MODEL/OPTION UTILIZED IN YOUR SCHOOL/CENTER	TEACHER				
		ASSISTANT TEACHER				
		AIDE				
			1-5	6-10	OVER 10	NONE
7	HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR?	19	38	44	0	
8	HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT?	25	31	19	19	
9	HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR? (SEE DEFINITION BELOW)	6	25	56	6	
4	COUNTING THIS YEAR, HOW MUCH EARLY CHILDHOOD (PRESCHOOL THROUGH GRADE 4) CLASSROOM OR CENTER EXPERIENCE HAVE YOU HAD?	*ON-SITE CONSULTATIONS: (This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.)				
	1 - 2 YEARS	0				
	3 - 5 YEARS	31				
	6 - 10 YEARS	37				
	OVER 10 YEARS	25				

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY 12	LESS FREQUENTLY 6	SAME 44	NONE THIS YEAR 19
11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".	GENERALLY SATISFIED			GENERALLY NOT SATISFIED
	CONDUCTS WORKSHOPS	98			0
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES	88			6
	LOCATES AVAILABLE RESOURCE MATERIALS	94			0
	ON-SITE CLASSROOM TRAINING	62			19
	GIVES SUPPORT TO INDIVIDUAL CONCERNS	94			0
	OFFERS SUPPORT IN PARENT INVOLVEMENT	94			6
	ARRANGES USE OF PROFESSIONAL DAYS	94			0
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN	94			0
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS	94			0
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS	94			0
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	25	56	19	
	PARENT INVOLVEMENT	12	44	37	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	12	50	31	
	CHILD GROWTH AND DEVELOPMENT ISSUES	12	56	25	
	COMMUNITY RESOURCES	25	44	25	
	CURRICULUM DEVELOPMENT	0	62	31	
	CLASSROOM MANAGEMENT	6	62	19	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	68	12	12	
	MODEL/OPTION RELATED TRAINING	44	19	19	
	HELPING CHILDREN TAKE TESTS	50	31	12	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	31	44	19	
	LEARNING ABOUT COMMERCIAL MATERIALS	50	37	6	
	INDIVIDUALIZING INSTRUCTION	50	31	12	
	LEARNING DISABILITIES	56	25	12	
	SUSPECTED CHILD ABUSE AND NEGLECT	62	25	6	
	USING TEACHER CENTER FACILITIES	19	37	31	

13	INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.	YES
	SOCIAL BEHAVIORS	31
	PARENT INVOLVEMENT	69
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	44
	GROWTH AND DEVELOPMENT ISSUES	25
	COMMUNITY RESOURCES	12
	CLASSROOM MANAGEMENT	25
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	19
	MODEL/OPTION RELATED TRAINING	6
	HELPING CHILDREN TAKE TESTS	12
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	19
	LEARNING ABOUT COMMERCIAL MATERIALS	12
	INDIVIDUALIZING INSTRUCTION	19
	LEARNING DISABILITIES	25
	SUSPECTED CHILD ABUSE AND NEGLECT	6
	USING TEACHER CENTER FACILITIES	44

14 FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE FORM IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.

AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
SOCIAL BEHAVIORS	0	12	12	19
PARENT INVOLVEMENT	0	6	37	25
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	0	6	19	31
GROWTH AND DEVELOPMENT ISSUES	0	13	0	25
COMMUNITY RESOURCES	0	0	6	31
CLASSROOM MANAGEMENT	0	6	12	18
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	0	6	12	6
MODEL/OPTION RELATED TRAINING	0	0	0	6
HELPING CHILDREN TAKE TESTS	0	0	6	6
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	0	0	12	37
LEARNING ABOUT COMMERCIAL MATERIALS	0	6	0	6
INDIVIDUALIZING INSTRUCTION	0	12	12	12
LEARNING DISABILITIES	0	6	0	31
SUSPECTED CHILD ABUSE AND NEGLECT	0	0	0	6
USING TEACHER CENTER FACILITIES	0	0	6	25

This analysis is based on 52 responses from Primary Skills Program staff (31 teachers, 21 aides)

Experience

Forty-two percent of the returns were from Option 1 teachers and 32% from Option 4. The early childhood experience levels of the teachers ranged from one year to over ten. The largest percentage (42%) had over ten years of experience. Appropriately, no one had over five years experience in the program (which has been in existence for three years), although the largest percentage (61%) have apparently been with the program since its inception.

Forty-three percent of the aides who responded worked with Option 1, and 38% worked with Option 4. The early childhood experience of aides also ranged from one year to over ten. The majority (43%) had 6 to 10 years of experience. All indicated having worked with the Primary Skills Program for one to five years.

Attendance in Staff Development

About 75% of the teachers attended workshops this year, the majority of which were provided by the school district. Over eighty percent of the teachers had at least one on-site consultation this year. Almost thirty percent indicated that on-site assistance provided was the same amount as last year. Sixteen percent reported it was more frequent and more than a third reported that none was given.

Approximately eighty percent of the aides attended workshops this year. Seventy percent of those workshops were provided by the school district. Eighty-five percent had at least one on-site consultation, and at least half

¹This includes staff development provided by program staff.

also had on-site assistance.

Satisfaction With Supervisory Support

At least half of the teachers were satisfied with all services provided by resource personnel. The data suggest that they were particularly satisfied with the "location of available resource materials" (81%); and "suggestions given about the effective use of curriculum materials" (77%).

With the exception of "arranging use of professional days" (67% were satisfied), and "on-site training" provided (76% were satisfied), the aides were overwhelmingly satisfied (at least 80%) with services provided by supervisors. They were particularly satisfied with "suggestions given about the effective use of curriculum materials" (100%), and "support given in parent involvement" (95%).

Impact of Staff Development on Classroom Practices

The majority of the teacher responses indicated that all but one of the staff development areas listed, resulted in moderate or little change in classroom effectiveness. Approximately a third however, did feel that staff development on "improving the basics" resulted in greater effectiveness in the classroom.

Aides, like the teachers, felt that staff development in "improving the basics" resulted in greater effectiveness in the classroom. The majority, however, felt that little or moderate change in classroom effectiveness occurred as a result of staff development in other areas.

Non-reimbursed Participation

Other than in "individualizing instruction," the majority of teachers do not appear especially willing to participate in staff development with

reimbursement. "Growth and development issues," and "parent involvement" however, were other areas where a substantial number (40%) would participate without reimbursement.

The areas of staff development in which aides were most willing to participate without reimbursement were "suspected child abuse and neglect" (57%); "social behaviors" (48%); "improving the basics" (43%), and "learning disabilities" (43%).

Future Staff Development

The teachers selected "creative arts"; "individualizing instruction"; "improving the basics"; "community resources" and "growth and development issues," as areas of priority for future staff development. The aides selected "improving the basics"; "creative arts"; "classroom management"; "social behaviors," and "individualizing instruction."

Staff Development: Resource Personnel

The questionnaire was completed by resource teachers and training coordinators. There was general agreement that staff development was built into the school day, although one respondent indicated this to be true in kindergarten, but not at first and second grades. At least 20% of the resource personnel's time was spent in direct contact with teachers. All were responsible for at least two schools, and approximately 16 classrooms. The responses indicate that, on each classroom visit, resource personnel worked with individual teachers. Compared to last year, they report providing on-site staff development more frequently. It appears that within the Primary Skills Program, most of the resource personnel's time was spent "giving support to individual concerns." They spent least time "arranging and/or

improving use of professional days."

Resource personnel emphasized "instruction related training" to a great extent in their activities. "Social behaviors" and "individualizing instruction" were preferred topics for future staff development. A combination of methods was selected for implementation.

Conclusion

Cumulative material indicates that the major source for staff development for both teachers and aides were sessions sponsored by the school district.¹ It also appears that resource personnel provided staff with necessary on-site consultation and teaching assistance.

The majority of the teachers and aides were basically satisfied with services provided by resource staff, particularly with regard to the suggestions given about the effective use of curriculum materials.

Both teachers and aides agreed that improving the basics had an impact on classroom effectiveness, and that it was a priority for future staff development. Using the creative arts for curriculum enrichment and individualizing instruction were also chosen as priorities.

Response Comparison

Although the majority of resource personnel indicated that they provided staff development more frequently this year, only thirteen percent of the staff report receiving more.

The area that resource personnel report spending a great deal of time in this year was one selected by staff as generally satisfactorily provided. The area

¹This includes staff development provided by program staff.

reported by resource personnel as emphasized greatly in their activities (instruction-related training), can be interpreted as related to two of the areas identified by staff as having an impact on classroom effectiveness.

The topics preferred for future (1978-79) staff development by most of the resource personnel (individualizing instruction and social behaviors) were also selected by classroom aides and teachers as preferences.

The 1976-77 data is similar to the 1977-78 data. Teachers and aides remain basically satisfied with services provided by resource personnel, in both years particularly in the areas of locating available resource materials and suggestions given about curriculum materials.

The area identified by teachers and aides as resulting in change in classroom effectiveness for both years, stress improving the basics. Those selected last year for future staff development apparently were not considered in total by resource personnel. However, improving the basics and individualizing instruction are areas which appear to have been emphasized by the resource personnel and desired by staff.

FD-302 (REV. 4-78)

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Staff Development is considered to consist of all activities which lead to professional growth, including workshops, consultations, conferences, on-site visits, meetings, newsletters, demonstrations, and informal discussions.

We very much appreciate the time you are spending in completing this information.

*ON-SITE CONSULTATIONS: (This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.)

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY 16	LESS FREQUENTLY 4	SAME 26	NONE THIS YEAR 35
11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".	GENERALLY SATISFIED		GENERALLY NOT SATISFIED	
	CONDUCTS WORKSHOPS	55		29	
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES	61		35	
	LOCATES AVAILABLE RESOURCE MATERIALS	81		19	
	ON-SITE CLASSROOM TRAINING	64		29	
	GIVES SUPPORT TO INDIVIDUAL CONCERNS	67		26	
	OFFERS SUPPORT IN PARENT INVOLVEMENT	62		19	
	ARRANGES USE OF PROFESSIONAL DAYS	52		29	
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN	58		29	
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS	71		23	
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS	55		35	
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	55	35	3	
	PARENT INVOLVEMENT	45	32	19	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	39	35	16	
	CHILD GROWTH AND DEVELOPMENT ISSUES	35	48	10	
	COMMUNITY RESOURCES	48	39	6	
	CURRICULUM DEVELOPMENT	45	32	16	
	CLASSROOM MANAGEMENT	52	23	16	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	45	29	16	
	MODEL/OPTION RELATED TRAINING	45	29	13	
	HELPING CHILDREN TAKE TESTS	42	29	19	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	42	26	26	
	LEARNING ABOUT COMMERCIAL MATERIALS	39	35	16	
	INDIVIDUALIZING INSTRUCTION	42	32	13	
	LEARNING DISABILITIES	52	26	13	
	SUSPECTED CHILD ABUSE AND NEGLECT	55	29	3	
	USING TEACHER CENTER FACILITIES	48	35	10	

13 INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.

	YES
SOCIAL BEHAVIORS	26
PARENT INVOLVEMENT	42
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	45
GROWTH AND DEVELOPMENT ISSUES	42
COMMUNITY RESOURCES	29
CLASSROOM MANAGEMENT	27
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	32
MODEL/OPTION RELATED TRAINING	32
HELPING CHILDREN TAKE TESTS	26
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	39
LEARNING ABOUT COMMERCIAL MATERIALS	35
INDIVIDUALIZING INSTRUCTION	52
LEARNING DISABILITIES	35
SUSPECTED CHILD ABUSE AND NEGLECT	32
USING TEACHER CENTER FACILITIES	32

14 FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE FORM IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.

AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
SOCIAL BEHAVIORS	3	13	6	10
PARENT INVOLVEMENT	0	0	19	10
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	3	3	26	32
GROWTH AND DEVELOPMENT ISSUES	0	6	13	13
COMMUNITY RESOURCES	4	10	13	10
CLASSROOM MANAGEMENT	3	0	6	10
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	3	6	10	6
MODEL/OPTION RELATED TRAINING	6	3	3	0
HELPING CHILDREN TAKE TESTS	0	0	3	16
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	3	6	19	29
LEARNING ABOUT COMMERCIAL MATERIALS	0	7	0	7
INDIVIDUALIZING INSTRUCTION	3	6	23	16
LEARNING DISABILITIES	0	4	10	23
SUSPECTED CHILD ABUSE AND NEGLECT	0	6	6	13
USING TEACHER CENTER FACILITIES	4	0	10	13

PRIMARY SKILLS
Aide
EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE
R3 (REV. 4/78)

LOG NUMBER
(1)

(OFFICE USE ONLY)

STATEMENT OF INTENT:

The purpose of this questionnaire is to continue documentation of the types, frequency, and perceived effectiveness of various staff development sessions across several early childhood programs.

The intent is to determine the range and extent of staff development available through the combined efforts of all personnel responsible for staff development (such as supervisory, resource, and support personnel) in each program.

Staff Development is considered to consist of all activities which lead to professional growth, including workshops, consultations, conferences, on-site visitations, meetings, newsletters, demonstrations, and informal discussions.

Please answer the following questions by circling the appropriate number following each question. You may enter comments on page 4.

We very much appreciate the time you are spending in completing this information.

BACKGROUND INFORMATION

2	INDICATE YOUR PROGRAM: BRIDGE CHILD CARE DURHAM INFANT TODDLER FOLLOW THROUGH FOLLOW THROUGH EXPANSION GET SET DAY CARE IMPACT AID PRE-K HEAD START PARENT CO-OP NURSERIES PRIMARY SKILLS REGULAR KINDERGARTEN	5	COUNTING THIS YEAR, HOW LONG HAVE YOU BEEN WITH YOUR PRESENT PROGRAM? 1 - 2 YEARS 53 3 - 5 YEARS 43 6 - 10 YEARS 0 OVER 10 YEARS 0				
		6	INDICATE YOUR PRESENT POSITION: TEACHER ASSISTANT TEACHER AIDE				
				1-5	6-10	OVER 10	NONE
3	CIRCLE THE MODEL/OPTION UTILIZED IN YOUR SCHOOL/ CENTER BANK STREET BEHAVIOR ANALYSIS BILINGUAL BICULTURAL EDC MONTESSORI OPEN CLASSROOM PARENT IMPLEMENTED PHILADELPHIA PROCESS RESPONSIVE LEARNING OPTION 1 43 OPTION 2 5 OPTION 3 0 OPTION 4 38 NOT APPLICABLE	7	HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR? 48 10 19 10				
		8	HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT? 57 10 0 14				
		9	HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR? (SEE DEFINITION BELOW) 36 24 29 0				
		*ON-SITE CONSULTATIONS: (This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.)					
4	COUNTING THIS YEAR, HOW MUCH EARLY CHILDHOOD (PRESCHOOL THROUGH GRADE 4) CLASSROOM OR CENTER EXPERIENCE HAVE YOU HAD? 1 - 2 YEARS 14 3 - 5 YEARS 24 6 - 10 YEARS 43 OVER 10 YEARS 14						

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY 10	LESS FREQUENTLY 4	SAME 31	NONE THIS YEAR 10
11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".	GENERALLY SATISFIED		GENERALLY NOT SATISFIED	
	CONDUCTS WORKSHOPS	81		10	
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES	86		5	
	LOCATES AVAILABLE RESOURCE MATERIALS	90		0	
	ON-SITE CLASSROOM TRAINING	76		19	
	GIVES SUPPORT TO INDIVIDUAL CONCERNS	86		5	
	OFFERS SUPPORT IN PARENT INVOLVEMENT	95		0	
	ARRANGES USE OF PROFESSIONAL DAYS	67		14	
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN	90		5	
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS	100-			
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS	95		5	
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	33	30	19	
	PARENT INVOLVEMENT	24	57	14	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	19	62	14	
	CHILD GROWTH AND DEVELOPMENT ISSUES	19	53	24	
	COMMUNITY RESOURCES	29	48	10	
	CURRICULUM DEVELOPMENT	14	48	29	
	CLASSROOM MANAGEMENT	19	52	19	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	29	33	33	
	MODEL/OPTION RELATED TRAINING	23	43	19	
	HELPING CHILDREN TAKE TESTS	29	33	33	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	10	31	43	
	LEARNING ABOUT COMMERCIAL MATERIALS	38	24	19	
	INDIVIDUALIZING INSTRUCTION	19	38	29	
	LEARNING DISABILITIES	29	38	19	
	SUSPECTED CHILD ABUSE AND NEGLECT	43	29	19	
	USING TEACHER CENTER FACILITIES	19	57	19	

13	INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.	
		YES
	SOCIAL BEHAVIORS	43
	PARENT INVOLVEMENT	38
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	33
	GROWTH AND DEVELOPMENT ISSUES	29
	COMMUNITY RESOURCES	24
	CLASSROOM MANAGEMENT	29
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	19
	MODEL/OPTION RELATED TRAINING	19
	HELPING CHILDREN TAKE TESTS	38
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	43
	LEARNING ABOUT COMMERCIAL MATERIALS	29
	INDIVIDUALIZING INSTRUCTION	24
	LEARNING DISABILITIES	43
	SUSPECTED CHILD ABUSE AND NEGLECT	57
	USING TEACHER CENTER FACILITIES	38

14	FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE <u>FORM</u> IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.				
	AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
	SOCIAL BEHAVIORS	24	0	24	5
	PARENT INVOLVEMENT	4	5	9	0
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	5	0	24	14
	GROWTH AND DEVELOPMENT ISSUES	5	5	14	5
	COMMUNITY RESOURCES	9	0	9	0
	CLASSROOM MANAGEMENT	5	0	29	5
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	5	0	5	0
	MODEL/OPTION RELATED TRAINING	0	0	0	5
	HELPING CHILDREN TAKE TESTS	5	5	5	9
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	4	0	33	10
	LEARNING ABOUT COMMERCIAL MATERIALS	5	0	0	5
	INDIVIDUALIZING INSTRUCTION	14	9	14	5
	LEARNING DISABILITIES	19	5	14	9
	SUSPECTED CHILD ABUSE AND NEGLECT	14	0	9	14
	USING TEACHER CENTER FACILITIES	5	0	5	0

APPENDIX K

PROJECT BRIDGE

This analysis is based on 49 questionnaires returned by Project Bridge teachers (28) and aides (21). More than half of the teachers indicated that they had over 5 years of classroom experience in preschool through grade three, whereas only a third of the aides indicated the same. This was expected as a shift in funding caused the relocation of many classroom aides, who may have had experience at the higher grade levels. The majority (88%) appropriately indicated that they had been with the program for one year, as this was the first year of the program.

Attendance in Staff Development

Ninety-eight percent of the staff attended at least one workshop. Approximately 80% of any of the workshops provided were sponsored by the school district.¹ More than half (57%) of the teachers and aides indicated that they had more on-site assistance this year. Approximately 70% reported that they also received on-site consultations this year. This is to be expected as the program was newly implemented this year, and staff development was to be on-going.

Satisfaction With Supervisory Support

The staff was asked to report their satisfaction with the services provided by supervisory personnel. At least half of the staff (teachers and aides) reported general satisfaction for all but one. Only a third were satisfied with "support offered in parent involvement." Both reported being partially satisfied with the following services: "suggestions given about the effective use of curriculum materials" and "location of available resource materials."

¹This includes staff development provided by program staff.

Impact of Staff Development on Classroom Practices

The areas of staff development which the staff felt resulted in the greatest amount of change in classroom effectiveness were "using the creative arts for curriculum enrichment," and "improving the basics." Over 50% indicated that staff development pertaining to "parent involvement" resulted in little change (this was not surprising since parent involvement was not stressed as much, due to funding limitations and the lack of specific personnel assigned to work with parent involvement).

Non-reimbursed Participation

When asked what areas of staff development they would be willing to participate in without reimbursement, the aides appear willing to participate in unpaid staff development more than teachers. The one area where a substantial percentage (46%) of teachers did indicate willingness was "classroom management." The aides, however, selected several areas of interest, among which were "helping children take tests"; "improving the basics"; "social behaviors"; and "using the creative arts for curriculum enrichment." Teachers appear to be least interested in staff development about "growth and development issues." The aides indicated little interest in staff development on "community resources."

Future Staff Development

To determine what areas of staff development, teachers and aides preferred for the future, they were asked to select five (of fifteen listed). Teachers selected "improving the basics"; "creative arts"; "classroom management"; "individualizing instruction" and "social behavior." The aides chose "social behaviors"; "improving the basics"; "individualizing instruction"; "helping children take tests"; and "making effective use of space." A combination of methods (on-site demonstrations, consultations, workshops) were selected by both.

Staff Development in Project Bridge: Supervisor

The supervisor questionnaire was completed by training coordinators. Their responses indicate that staff development was not built into the school day, although more than 60% of their time was spent in direct contact with teachers. All were responsible for at least five schools, and visited each one at least six times. Their responsibilities included over 25 classrooms each.

The responses indicate that the greatest amount of supervisor's time was spent "conducting and/or arranging workshops," and "informing staff of program information, decisions and procedures." Least time was spent "arranging and/or approving the use of professional days."

The two areas which received the greatest emphasis in their activities were "curriculum management," and "individualizing instruction." They also agreed that "individualizing instruction" was a preference for future staff development.

Conclusion

The material reported in this discussion represents the responses of approximately half of the sample of instructional staff. The following conclusions regarding staff development in Project Bridge can be drawn.

Cumulative material indicates that the major source for staff development for both teachers and aides were sessions sponsored by the school district.¹ Supervisors indicated that they spent a lot of time in providing staff development, and the majority of the teachers and aides reported that this was so.

¹This includes staff development provided by program staff.

A majority of teachers and aides reported satisfaction with supervisory services, particularly as regards to location of available resource materials, and suggestions given about the effective use of curriculum materials. They were less satisfied with the support given in parent involvement.

Both teachers and aides agreed that staff development in the creative arts and improving the basics had an impact on classroom effectiveness. They both also selected improving the basics, individualizing instruction and social behaviors as preferences for future staff development.

The data suggests that perhaps individual staff development programs for teachers and aides would be more effective than one single program for both. Consideration by supervisors of areas selected by teachers and aides as satisfactory and effective could result in more worthwhile staff development.

PROJECT BRIDGE
Teacher

EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE
R3 (REV. 4/78)

LOG NUMBER
(1)

(OFFICE USE ONLY)

STATEMENT OF INTENT:

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The intent is to determine the range and extent of staff development available through the combined efforts of all personnel responsible for staff development (such as supervisory, resource, and support personnel) in each program.

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Please answer the following questions by circling the appropriate number following each question. You may enter comments on page 4.

We very much appreciate the time you are spending in completing this information.

BACKGROUND INFORMATION

2	INDICATE YOUR PROGRAM: BRIDGE CHILD CARE DURHAM INFANT TODDLER FOLLOW THROUGH FOLLOW THROUGH EXPANSION GET SET DAY CARE IMPACT AID PRE-K HEAD START PARENT CO-OP NURSERIES PRIMARY SKILLS REGULAR KINDERGARTEN	5	COUNTING THIS YEAR, HOW LONG HAVE YOU BEEN WITH YOUR PRESENT PROGRAM?				
			1 - 2 YEARS		86		
			3 - 5 YEARS		0		
			6 - 10 YEARS		0		
			OVER 10 YEARS		0		
3	CIRCLE THE MODEL/OPTION UTILIZED IN YOUR SCHOOL/CENTER BANK STREET BEHAVIOR ANALYSIS BILINGUAL BICULTURAL EDC MONTESSORI OPEN CLASSROOM PARENT IMPLEMENTED PHILADELPHIA PROCESS RESPONSIVE LEARNING OPTION 1 OPTION 2 OPTION 3 OPTION 4 NOT APPLICABLE	6 INDICATE YOUR PRESENT POSITION:					
		TEACHER ASSISTANT TEACHER AIDE					
			1-5	6-10	OVER 10	NONE	
		7	HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR?	79	14	0	7
		8	HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT?	71	10	4	4
		9	HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR? (SEE DEFINITION BELOW)	32	27	32	4
4	COUNTING THIS YEAR, HOW MUCH EARLY CHILDHOOD (PRESCHOOL THROUGH GRADE 4) CLASSROOM OR CENTER EXPERIENCE HAVE YOU HAD?	*ON-SITE CONSULTATIONS: (This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.)					
		1 - 2 YEARS		11			
		3 - 5 YEARS		18			
		6 - 10 YEARS		29			
		OVER 10 YEARS		39			

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY 62	LESS FREQUENTLY 10	SAME 14	NONE THIS YEAR 10
11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".	GENERALLY SATISFIED		GENERALLY NOT SATISFIED	
	CONDUCTS WORKSHOPS	61		32	
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES	68		29	
	LOCATES AVAILABLE RESOURCE MATERIALS	86		14	
	ON-SITE CLASSROOM TRAINING	46		50	
	GIVES SUPPORT TO INDIVIDUAL CONCERNS	68		32	
	OFFERS SUPPORT IN PARENT INVOLVEMENT	33		57	
	ARRANGES USE OF PROFESSIONAL DAYS	54		43	
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN	61		39	
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS	78		18	
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS	64		33	
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	36	46	11	
	PARENT INVOLVEMENT	71	11	4	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	39	43	11	
	CHILD GROWTH AND DEVELOPMENT ISSUES	32	50	4	
	COMMUNITY RESOURCES	68	18	0	
	CURRICULUM DEVELOPMENT	36	50	7	
	CLASSROOM MANAGEMENT	54	32	4	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	39	32	21	
	MODEL/OPTION RELATED TRAINING	46	29	0	
	HELPING CHILDREN TAKE TESTS	64	14	7	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	32	43	18	
	LEARNING ABOUT COMMERCIAL MATERIALS	46	32	14	
	INDIVIDUALIZING INSTRUCTION	32	50	11	
	LEARNING DISABILITIES	57	32	0	
	SUSPECTED CHILD ABUSE AND NEGLECT	68	21	0	
	USING TEACHER CENTER FACILITIES	47	36	4	

13	INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.	
		YES
	SOCIAL BEHAVIORS	21
	PARENT INVOLVEMENT	18
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	25
	GROWTH AND DEVELOPMENT ISSUES	4
	COMMUNITY RESOURCES	13
	CLASSROOM MANAGEMENT	46
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	32
	MODEL/OPTION RELATED TRAINING	14
	HELPING CHILDREN TAKE TESTS	10
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	25
	LEARNING ABOUT COMMERCIAL MATERIALS	21
	INDIVIDUALIZING INSTRUCTION	32
	LEARNING DISABILITIES	25
	SUSPECTED CHILD ABUSE AND NEGLECT	21
	USING TEACHER CENTER FACILITIES	28

14	FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE FORM IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.				
	AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
	SOCIAL BEHAVIORS	0	8	14	14
	PARENT INVOLVEMENT	0	0	10	4
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	0	4	21	14
	GROWTH AND DEVELOPMENT ISSUES	0	0	10	4
	COMMUNITY RESOURCES	0	7	7	4
	CLASSROOM MANAGEMENT	0	7	28	4
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	0	4	25	4
	MODEL/OPTION RELATED TRAINING	0	0	4	0
	HELPING CHILDREN TAKE TESTS	0	4	0	7
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	0	4	21	18
	LEARNING ABOUT COMMERCIAL MATERIALS	0	0	7	11
	INDIVIDUALIZING INSTRUCTION	0	4	7	25
	LEARNING DISABILITIES	0	10	10	14
	SUSPECTED CHILD ABUSE AND NEGLECT	0	4	0	7
	USING TEACHER CENTER FACILITIES	0	4	14	14

PROJECT BRIDGE
Aide

EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE
R3 (REV. 4/78)

LOG NUMBER
(1)

(OFFICE USE ONLY)

STATEMENT OF INTENT:

The purpose of this questionnaire is to continue documentation of the types, frequency, and perceived effectiveness of various staff development sessions across several early childhood programs.

The intent is to determine the range and extent of staff development available through the combined efforts of all personnel responsible for staff development (such as supervisory, resource, and support personnel) in each program.

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Please answer the following questions by circling the appropriate number following each question. You may enter comments on page 4.

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BACKGROUND INFORMATION

2 INDICATE YOUR PROGRAM: BRIDGE CHILD CARE DURHAM INFANT TODDLER FOLLOW THROUGH FOLLOW THROUGH EXPANSION GET SET DAY CARE IMPACT AID PRE-K HEAD START PARENT CO-OP NURSERIES PRIMARY SKILLS REGULAR KINDERGARTEN	5 COUNTING THIS YEAR, HOW LONG HAVE YOU BEEN WITH YOUR PRESENT PROGRAM? 1 - 2 YEARS 90 3 - 5 YEARS 0 6 - 10 YEARS 0 OVER 10 YEARS 0																				
3 CIRCLE THE MODEL/OPTION UTILIZED IN YOUR SCHOOL/CENTER BANK STREET BEHAVIOR ANALYSIS BILINGUAL BICULTURAL EDC MONTESSORI OPEN CLASSROOM PARENT IMPLEMENTED PHILADELPHIA PROCESS RESPONSIVE LEARNING OPTION 1 OPTION 2 OPTION 3 OPTION 4 NOT APPLICABLE	6 INDICATE YOUR PRESENT POSITION: TEACHER ASSISTANT TEACHER AIDE <table border="1"> <thead> <tr> <th></th> <th>1-5</th> <th>6-10</th> <th>OVER 10</th> <th>NONE</th> </tr> </thead> <tbody> <tr> <td>7 HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR?</td> <td>76</td> <td>19</td> <td>0</td> <td>0</td> </tr> <tr> <td>8 HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT?</td> <td>68</td> <td>9</td> <td>0</td> <td>0</td> </tr> <tr> <td>9 HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR? (SEE DEFINITION BELOW)</td> <td>9</td> <td>52</td> <td>38</td> <td>0</td> </tr> </tbody> </table>		1-5	6-10	OVER 10	NONE	7 HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR?	76	19	0	0	8 HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT?	68	9	0	0	9 HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR? (SEE DEFINITION BELOW)	9	52	38	0
	1-5	6-10	OVER 10	NONE																	
7 HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR?	76	19	0	0																	
8 HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT?	68	9	0	0																	
9 HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR? (SEE DEFINITION BELOW)	9	52	38	0																	
4 COUNTING THIS YEAR, HOW MUCH EARLY CHILDHOOD (PRESCHOOL THROUGH GRADE 4) CLASSROOM OR CENTER EXPERIENCE HAVE YOU HAD? 1 - 2 YEARS 19 3 - 5 YEARS 43 6 - 10 YEARS 9 OVER 10 YEARS 24	*ON-SITE CONSULTATIONS: (This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.)																				

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY	LESS FREQUENTLY	SAME	NONE THIS YEAR
		62	9	14	0
11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".	GENERALLY SATISFIED		GENERALLY NOT SATISFIED	
	CONDUCTS WORKSHOPS	67		9	
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES	95		5	
	LOCATES AVAILABLE RESOURCE MATERIALS	90		5	
	ON-SITE CLASSROOM TRAINING	71		14	
	GIVES SUPPORT TO INDIVIDUAL CONCERNS	86		5	
	OFFERS SUPPORT IN PARENT INVOLVEMENT	33		29	
	ARRANGES USE OF PROFESSIONAL DAYS	57		9	
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN	81		5	
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS	90		0	
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS	71		10	
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	9	68	0	
	PARENT INVOLVEMENT	52	10	0	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	14	29	33	
	CHILD GROWTH AND DEVELOPMENT ISSUES	19	29	5	
	COMMUNITY RESOURCES	38	14	5	
	CURRICULUM DEVELOPMENT	9	52	0	
	CLASSROOM MANAGEMENT	14	43	9	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	29	38	10	
	MODEL/OPTION RELATED TRAINING	14	14	5	
	HELPING CHILDREN TAKE TESTS	33	29	14	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	9	57	24	
	LEARNING ABOUT COMMERCIAL MATERIALS	14	48	5	
	INDIVIDUALIZING INSTRUCTION	9	48	24	
	LEARNING DISABILITIES	43	19	0	
	SUSPECTED CHILD ABUSE AND NEGLECT	43	9	0	
	USING TEACHER CENTER FACILITIES	14	48	14	

13	INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.				
					VFC
	SOCIAL BEHAVIORS				48
	PARENT INVOLVEMENT				29
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM				48
	GROWTH AND DEVELOPMENT ISSUES				33
	COMMUNITY RESOURCES				19
	CLASSROOM MANAGEMENT				38
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE				38
	MODEL/OPTION RELATED TRAINING				27
	HELPING CHILDREN TAKE TESTS				62
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS				57
	LEARNING ABOUT COMMERCIAL MATERIALS				24
	INDIVIDUALIZING INSTRUCTION				43
	LEARNING DISABILITIES				38
	SUSPECTED CHILD ABUSE AND NEGLECT				29
	USING TEACHER CENTER FACILITIES				43
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	AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
	SOCIAL BEHAVIORS	10	14	14	19
	PARENT INVOLVEMENT	10	0	4	0
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	0	0	0	24
	GROWTH AND DEVELOPMENT ISSUES	5	5	0	0
	COMMUNITY RESOURCES	0	0	5	5
	CLASSROOM MANAGEMENT	0	5	14	0
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	0	5	24	0
	MODEL/OPTION RELATED TRAINING	0	0	0	5
	HELPING CHILDREN TAKE TESTS	10	0	20	0
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	9	0	14	23
	LEARNING ABOUT COMMERCIAL MATERIALS	0	0	0	10
	INDIVIDUALIZING INSTRUCTION	0	10	10	14
	LEARNING DISABILITIES	0	10	5	5
	SUSPECTED CHILD ABUSE AND NEGLECT	5	14	0	10
	USING TEACHER CENTER FACILITIES	0	0	5	24

APPENDIX L

KINDERGARTEN

This analysis is based on 59 responses from Kindergarten staff (53 teachers, 6 aides).

Amount of Experience

At least 75% of the teachers had five years of early childhood and Kindergarten Program experience. Three aides reported having less than five years of experience in early childhood and the Kindergarten program. The other three report having more than ten years experience in both.

Attendance in Staff Development Sessions

The majority of the teachers attended 1-5 workshops this year. The major portion of those workshops were provided by the school district. Although 80% had on-site consultations, 73% report receiving no on-site demonstrations or assistance.

Aides attended few workshops, but those they did participate in were primarily provided by the school district. Three report having at least six on-site consultations this year. Three, also report having no on-site assistance.

Satisfaction With Supervisory Support

When asked about their satisfaction with services provided by supervisors, at least half of the teachers were satisfied with all but one of the areas listed. The one area where dissatisfaction appeared greatest was "locating available resource materials."

Aides appear less satisfied with services provided by supervisors. However, three were generally satisfied when supervisors "gave support to individual concerns"; "gave support in working out concerns about children";

and "gave support in solving classroom management problems." As a group, they did not indicate any particular areas of dissatisfaction.

Impact of Staff Development on Classroom Practices

Sixteen areas were listed for respondents to indicate the extent to which staff development resulted in change in classroom effectiveness. The only area that at least ten percent of the teachers reported made a great change in classroom effectiveness was "learning disabilities." The majority¹ responded that most (12 of 16) of the areas resulted in little change in classroom effectiveness.

Only three aides responded to the question pertaining to staff development and resultant change in classroom effectiveness. These three reported that change was either moderate or little for most areas.

Non-reimbursed Participation

Approximately a third of the teachers indicated that they would participate in staff development without reimbursement in the areas of "improving the basics", or "using the creative arts". The data suggest that the majority of the teachers are less than willing to participate in non-reimbursed staff development.

Four aides indicated that they would be willing to participate in staff development on "parent involvement" without reimbursement. Three selected "suspected child abuse/neglect."

Future Staff Development

The areas selected by Kindergarten teachers for future topics in staff

¹Majority was determined by at least 50% of the teachers selecting "little."

development were: "creative arts"; "individualizing instruction"; "improving the basics"; "social behaviors"; and "learning disabilities". Only one aide responded to the question.

Conclusions

Based on data from the 1977-78 staff development questionnaires, the following conclusions can be drawn.

The School District of Philadelphia provided most of the workshops for Kindergarten teachers and aides. A substantial percentage of both received very little on-site assistance.

At least half of the teachers were satisfied with all services provided by supervisors. Aides, however, appear less satisfied, although they did select some areas as satisfactorily provided.

Teachers and aides agreed about the areas of staff development which resulted in greater classroom effectiveness. Both basically reported that most areas resulted in little or moderate change.

There were difference regarding non-reimbursed staff development participation. Teachers favored staff development on improving the basics and using the creative arts. Aides leaned toward staff development on parent involvement.

Teachers viewed the creative arts, individualizing instruction, improving the basics, social behaviors, and learning disabilities as areas of priority for future staff development. Only one aide responded to this questionnaire item.

Response Comparison

Teachers report receiving fewer on-site consultations and on-site assistance this year. Last year, 62% reported having no on-site assistance and 44% received no on-site consultations. Aides, however, received more on-site consultations this year (66%), but fewer on-site demonstrations/assistance (33%). Last year, 33% (N=5/15) received on-site consultations, and 43% (N=6/15) received on-site demonstrations and/or assistance.

For both years, teachers appear basically satisfied with all services provided by supervisors. Similarly, aides appear basically satisfied with supervisory services.

In neither year, did a majority of the staff report any specific area of staff development, which they felt resulted in greater classroom effectiveness. Preferences for future staff development, also did not change very much.

KINDERGARTEN
EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE
REVISION 4-193

LOG NUMBER (1)
(OFFICE USE ONLY)

STATEMENT OF INTENT:
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OVER 10 YEARS	46															
	1-5	6-10	OVER 10	NONE												
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7 HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR?	81	2	0	15												
8 HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT?	71	3	3	8												
9 HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR? (SEE DEFINITION BELOW)	47	14	17	15												
4 COUNTING THIS YEAR, HOW MUCH EARLY CHILDHOOD (PRESCHOOL THROUGH GRADE 4) CLASSROOM OR CENTER EXPERIENCE HAVE YOU HAD? 1 - 2 YEARS 7 3 - 5 YEARS 7 6 - 10 YEARS 24 OVER 10 YEARS 63																

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY 10	LESS FREQUENTLY 3	SAME 12	NONE THIS YEAR 69
11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".	GENERALLY SATISFIED		GENERALLY NOT SATISFIED	
	CONDUCTS WORKSHOPS	54		22	
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES	63		20	
	LOCATES AVAILABLE RESOURCE MATERIALS	56		29	
	ON-SITE CLASSROOM TRAINING	44		36	
	GIVES SUPPORT TO INDIVIDUAL CONCERNS	69		15	
	OFFERS SUPPORT IN PARENT INVOLVEMENT	59		20	
	ARRANGES USE OF PROFESSIONAL DAYS	54		24	
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN	61		22	
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS	63		24	
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS	58		24	
12	INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.				
	AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE			
		LITTLE	MODERATE	GREAT	
	SOCIAL BEHAVIORS	61	10	3	
	PARENT INVOLVEMENT	59	7	7	
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	59	8	5	
	CHILD GROWTH AND DEVELOPMENT ISSUES	36	34	2	
	COMMUNITY RESOURCES	56	9	5	
	CURRICULUM DEVELOPMENT	39	24	10	
	CLASSROOM MANAGEMENT	59	8	3	
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	61	7	2	
	MODEL/OPTION RELATED TRAINING	54	12	3	
	HELPING CHILDREN TAKE TESTS	52	8	8	
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	52	15	8	
	LEARNING ABOUT COMMERCIAL MATERIALS	52	12	5	
	INDIVIDUALIZING INSTRUCTION	44	22	3	
	LEARNING DISABILITIES	20	24	25	
	SUSPECTED CHILD ABUSE AND NEGLECT	59	7	3	
	USING TEACHER CENTER FACILITIES	30	36	2	

13	INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.	
		YES
	SOCIAL BEHAVIORS	15
	PARENT INVOLVEMENT	31
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	27
	GROWTH AND DEVELOPMENT ISSUES	7
	COMMUNITY RESOURCES	14
	CLASSROOM MANAGEMENT	14
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	14
	MODEL/OPTION RELATED TRAINING	8
	HELPING CHILDREN TAKE TESTS	2
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	34
	LEARNING ABOUT COMMERCIAL MATERIALS	27
	INDIVIDUALIZING INSTRUCTION	19
	LEARNING DISABILITIES	27
	SUSPECTED CHILD ABUSE AND NEGLECT	20
	USING TEACHER CENTER FACILITIES	19

14	FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE FORM IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.				
	AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
	SOCIAL BEHAVIORS	2	2	10	29
	PARENT INVOLVEMENT	0	3	5	12
	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	3	0	30	36
	GROWTH AND DEVELOPMENT ISSUES	0	2	8	10
	COMMUNITY RESOURCES	0	14	0	2
	CLASSROOM MANAGEMENT	0	0	3	9
	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	0	5	5	5
	MODEL/OPTION RELATED TRAINING	2	0	0	3
	HELPING CHILDREN TAKE TESTS	0	3	5	9
	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	3	3	15	35
	LEARNING ABOUT COMMERCIAL MATERIALS	2	2	9	17
	INDIVIDUALIZING INSTRUCTION	2	9	15	24
	LEARNING DISABILITIES	3	3	20	15
	SUSPECTED CHILD ABUSE AND NEGLECT	0	5	14	10
	USING TEACHER CENTER FACILITIES	0	0	5	19